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## ABSTRACT

This publication contains a selection of exemplary teaching techniques for instructors of adults in English as a Second Language (ESL). Its scope covers the spectrum of ESL instruction and is designed to assist teachers ranging from the inexperienced to the experienced, without prior inservice orientation. The book contains 202 techniques collected from ESL practitioners, representing 12 states (primarily California); as well as Mexico and Japan. The techniques are organized in 11 subject areas: English structure, pronunciation, conversation, reading, writing, vocabulary, coping/survival competencies, map use and directions, social behavior and customs, games, and classroom organization. Each technique contains the following elements: topic, basic skills code, name and location of the contributor, level of applicability, purpose, materials required, approximate time required, and description of the procedure. The work is indexed by subject; by basic skills of listening, speaking, reading, and writing; and by level of applicability. (KC)

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ED216094

# TELL

## Techniques For Effective Language Learning in English as a Second Language

Edited By

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# Preface

Techniques for Effective Language Learning represents a selective collection of exemplary teaching techniques for instructors of adults in English as a Second Language. Its scope covers the spectrum of ESL instruction and is designed to assist teachers ranging from the inexperienced to the experienced. The guide is self-explanatory and allows teachers to use it without benefit of prior inservice orientation.

The book contains 202 techniques collected from ESL practitioners in the field. Contributors represent twelve states in the Union, primarily California, as well as Mexico and Japan.

The techniques presented are concrete in nature, describing specific approaches or exercises for varying instructional objectives. They are organized in eleven subject areas: English structure, pronunciation, conversation, reading, writing, vocabulary, coping/survival competencies, map use and directions, social behavior and customs, games, and classroom organization. They are concise but sufficient in explanation and are written according to a prescribed format which includes the following elements:

- 1) topic
- 2) basic skills code: Lis(Listening), Sp(Speaking), Re(Reading),  
Wr(Writing)
- 3) name of the contributor or reporter and his or her location
- 4) level of applicability: beginning, intermediate, advanced or  
all levels
- 5) purpose
- 6) materials required, if any
- 7) approximate time required
- 8) the description or procedure

In the credits a distinction is drawn between a contributor and a reporter. A contributor is one who has submitted an original idea or a unique variation on an established idea, whereas the reporter is one who has reported on a worthy idea already in practice.

The Table of Contents is detailed to assist the teacher in the eleven subject areas selected. In addition, there are three indices: a subject index; an index by basic skills of listening, speaking, reading and writing; and an index by level of applicability.

In the preparation of this guide, we have aimed to provide teachers with a readily accessible source of practical teaching techniques which will supplement and improve their own inventory of teaching strategies.

We wish to acknowledge and extend our appreciation to the following people whose contributions and cooperation made this book possible:

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Robert S. Johnston

Ruth Parle Craig

San Diego, California

# TELL

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# I ENGLISH STRUCTURE

**SUBJECT AREA: ENGLISH STRUCTURE****TOPIC:** Verb Tense Review**CODE:** Sp/Re**CONTRIBUTOR:** Toni Thomas, ESL Instructor, San Diego Community College District,  
San Diego, CA**LEVEL:** All levels**APPROX. TIME REQ.:** 15 min.**PURPOSE:** To review and reinforce use of one or more tenses with specific vocabulary**MATERIALS:** 3x5 index cards (one or more for each student)**PROCEDURE:**

1. On each index card, write a direction relevant to the vocabulary and activities recently introduced. Each student will receive a card and read the instructions to himself. (See examples, below.)
2. He will then mimic the action described on the card and ask the other students to tell him what he is doing. The other students must watch the acting student and give the correct response in the appropriate tense.
3. For beginning students, review only one tense. For advanced students, indicate a time the action is to occur so that they must ask the question in the appropriate tense. The other students' responses must agree with the tense of the question.

**4. Examples:**

Beginning level: present continuous tense

Brush your teeth

Student: What am I doing? (mimics action)

Class: You're brushing your teeth.

Advanced level: multiple tense review

Brush your teeth  
(last night)

Student: What did I do last night?

Class: You brushed your teeth.

Take a shower  
(tomorrow morning)

Student: What am I going to do tomorrow?

Class: You're going to take a shower.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Verb Tense Review

CODE: Lis/Sp/Wr

CONTRIBUTOR: Carolyn Feuille, Vocational ESL Instructor, Valley Vocational Center, Los Angeles, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 25-30 min.

PURPOSE: To review orally verb tenses through the use of a time-line depicting the life of a fictitious or real person.

MATERIALS: 18" wide shelf paper; pictures; or chalkboard

PROCEDURE:

1. Make a scroll using a roll of white shelf paper, or use the chalkboard. Create a brief biography of a fictitious person, and illustrate with magazine cut-outs or drawings, as shown below:

The Life of Pierre

(illustration)	(illustration)							etc. →
1946	1964	1964-66	1966-70	1971-77	1978	1979	1980	1981

Past

1946 born in Paris, France	1964 graduate from high school	1964-66 do military service	1966-70 study economics at UCLA	1971-77 work as an accountant	1978 open a French restaurant
----------------------------------	---	-----------------------------------	--	-------------------------------------	-------------------------------------

Present

1981  
fall in love with a Hollywood starlet

Future

1982 get married	1983 open a second restaurant	1984 move back to France
---------------------	-------------------------------------	--------------------------------

2. Referring to the time line, point to each date and illustration, and tell the biography of Pierre, using present, past and future tenses.

(Over)

3. Review Pierre's life again as students repeat.
4. Point to a square, and ask individual students to respond to the square
5. Ask questions in as many tenses as students have previously studied, and change the present time, e.g.:
  - a. It's 1967. What is Pierre doing at UCLA? How long ago did he finish his military service?
  - b. It is 1978. How long has Pierre been living in Los Angeles? What is he doing now? What was he doing two years ago?
6. After students can make appropriate responses with little prompting, select students to ask other students questions in various tenses. Students may also work in pairs and exchange questions and answers.
7. During the next class session, have students write a short autobiography including future plans, in order to reinforce verb tense usage.
8. The time-line can also be used in a low intermediate level to present a new tense, e.g., to introduce a future tense after having studied the present and past.
9. A variation to this technique would be the creation of a time-line on each student.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Review of the Present Perfect Tense,  
the Past Tense, and Wh-Questions

CODE: Lis/Sp

CONTRIBUTOR: Linda Zinn, ESL Instructor, Chinatown/North Beach Community College  
Center, San Francisco, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 45 min.

PURPOSE: To review orally, through a controlled conversational model, student mastery of the present perfect tense, the past tense, and Wh-questions, all of which have previously been introduced and drilled

MATERIALS: Chalkboard; 3x5 cards

## PROCEDURE:

1. Before the exercise begins, provide an oral example in a dialogue form:

X: Have you ever played tennis? (Point out have played tennis.)  
Y: Yes, I have. (Point out the correct auxiliary, have versus an incorrect one, such as do.)  
X: When did you last play tennis? (Point out did play tennis.)  
Y: I played tennis just last night. (Point out played.)

2. Put on chalkboard this model:

X: Have you ever \_\_\_\_\_? OR Have you \_\_\_\_\_ before?  
Y: Yes, I \_\_\_\_\_.  
X: When did you \_\_\_\_\_?  
Y: I \_\_\_\_\_ last weekend.

3. Pass out to each student three cards on which are written three different verbs in their simple forms, e.g.: eat, be, forget, etc.

4. Give these instructions to the class: X, a student, will talk to Y, a classmate, using one of the verbs on the cards in a question in the present perfect tense. X must ask a realistic question to which Y can answer "Yes." Both X and Y should use the same verb throughout their conversation, changing its form when necessary.

5. Following pair practice, discuss how conversation constantly gets shortened in real life situations, using the previous example:

X: Have you ever played tennis?  
Y: Yes.  
X: When?  
Y: Just last night.

6. Using the same procedure for pair practice outlined in #4 above, the students now use another one of their verbs to talk to one another through this second conversational model.

7. At the end, provide a quick review of verbs in their three forms. Throw out a verb in any one of its forms, and the class will chorally respond with the other two parts.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: My Morning Schedule via the  
"Party-Line Telephone"

CODE: Lis/Sp/Wr

REPORTER: Barbara Archer, ESL Instructor, Pasadena City College, Pasadena, CA

LEVEL: All levels, level of applicability APPROX. TIME REQ.: 20 min.  
based on difficulty of topic chosen

PURPOSE: To build and improve listening and pronunciation skills;  
to build vocabulary

MATERIALS: 8½x11 paper; chalkboard

## PROCEDURE:

1. Review and drill the topic previously presented:

My Morning Schedule

I get up at 7:00 o'clock every morning.  
I take off my pajamas.  
I take a shower (bath)  
I brush my teeth.  
I comb my hair.  
I put on my clothes.  
I get dressed.  
I go downstairs to the kitchen.  
I eat my breakfast.  
I read the newspaper.  
I leave my house at 8:00 A.M.  
I arrive at school at 8:30 A.M.

2. Using groups of five (or more) students, ask one student to start the "party-line" by repeating one sentence from My Morning Schedule to the student next to him. The second student repeats the first sentence and adds another, etc. Encourage a rational sequence.

Teacher: John, what do you do every morning?

John: I get up at 7:00 o'clock every morning.

2nd: He gets up at 7:00 o'clock every morning. I take a bath.

3rd: He gets up at 7:00 o'clock every morning. She takes a bath. I comb my hair.

Continue as above until the fifth or last student repeats and adds a sentence, speaking to John who repeats all the sentences that have been added.

3. Have the students write the sentences on their papers and correct them, or have the group take turns writing the sequence on chalkboard.
4. This drill can also be used for drilling the past or future tenses.

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**SUBJECT AREA: ENGLISH STRUCTURE**

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**TOPIC:** Verb Review: Present Progressive  
and Command Forms

**CODE:** Lis/Sp

**CONTRIBUTOR:** Barbara Rader, ESL Instructor, Grossmont Adult School, La Mesa, CA

**LEVEL:** Beginning/Intermediate **APPROX. TIME REQ.:** 30 min.

**PURPOSE:** To practice verb structures, giving commands, listening to directions, and answering questions

**MATERIALS:** 3x5 cards or notepaper on which are written directions

**PROCEDURE:**

1. On each card write a direction to act out. Some suggestions are these:

Stretch and yawn; look over your shoulder; close your eyes; brush your hair; look at your watch; pour a drink; play the piano; drive a car; eat an ice cream cone; blow out a candle; brush your teeth; look up; look down; open a book; cross your legs; fold your arms; throw a ball; pound a nail; wind your watch; throw a kiss, etc.

2. The teacher can read all the directions, assisted by the aide, who acts them out. Or the teacher can act them out without an aide.
3. Then each student draws a slip (which he/she shows to no one) and picks a partner. One at a time, each student asks his/her partner to perform the action he/she has read (commanded). Each time the teacher asks the class, "What is he doing?" They answer, "He is stretching and yawning," etc. Then the teacher asks the student, "What are you doing?" He/she answers, "I am stretching and yawning."

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Verb Tense Review

CODE: Lis/Sp/Wr

CONTRIBUTOR: Robert Johnston, ESL Coordinator, Grossmont Adult School, La Mesa, CA

LEVEL: All levels, level of applicability based on difficulty of example chosen APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally and reinforce through oral and written activities student mastery of verb tenses, previously introduced and drilled

MATERIALS: Chalkboard

## PROCEDURE:

1. Draw on chalkboard a rectangle divided into fifteen squares, five squares across and three squares down. List five days of the week along the top and names of three students on the left, and fill in the squares with incomplete action verb statements as in the following diagram:

	Monday	Tuesday	Wednesday	Thursday	Friday
Consuelo	gets up early	drinks coffee	drives to work	buys a new dress	goes to a party
Ahmad	reads the newspaper	writes a letter	meets a friend	finds a job	leaves for New York
Thanh	swims in the ocean	pays his bills	sings in the shower	breaks his leg	lies in a cast

2. Pointing to the squares, ask the students in the present tense what each person does for the five days of the week. For example:

Teacher: What does Thanh do on Monday?

Student choral response: He swims in the ocean.

After reviewing all examples in the present tense and discussing any vocabulary problems, decide on the verb tenses to include, and ask the students examples in those respective tenses.

3. Following choral response, repeat the procedure with individual students. If the student gives a wrong answer, ask the class for a correct response and later return to that student with the same question.
4. After individuals respond, select students to ask other students questions in varying tenses. Students may also pair off to exchange questions and answers. While they work in pairs, circulate to check on their mastery.
5. After the oral activities are finished, give orally five to fifteen questions in the verb tenses covered. Have the students write their answers in the tenses appropriate to your questions. Collect and correct their papers.



## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Review of Verb Tenses

CODE: Lis/Sp/Wr

CONTRIBUTOR: Helene Becker, ESL Teacher, Hartford Public Schools, Hartford, CT

LEVEL: All levels, level of applicability based on difficulty of example chosen

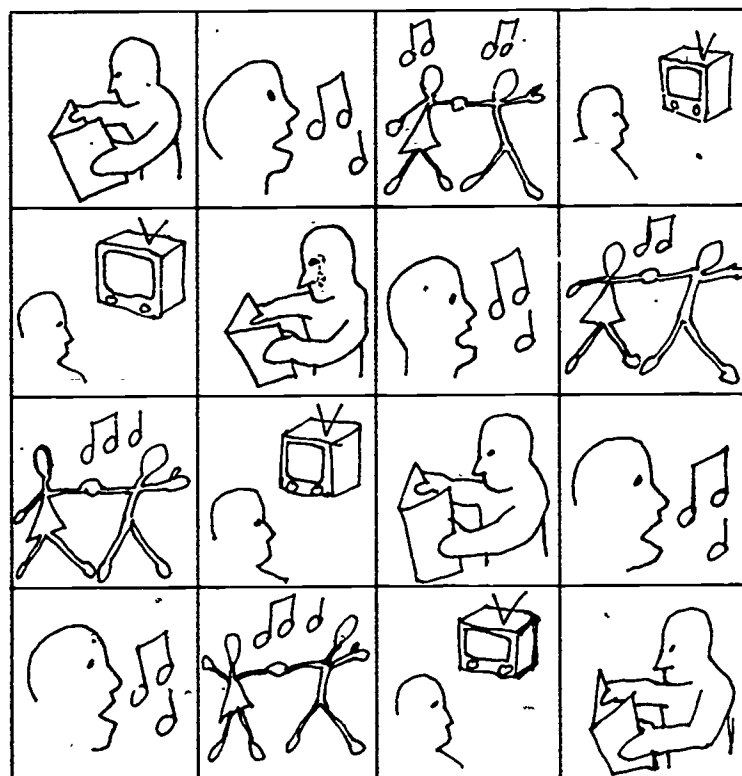
APPROX. TIME REQ.: 35 min.

PURPOSE: To review orally and reinforce through oral and written activities student mastery of verb tenses which have previously been introduced and drilled

MATERIALS: Chalkboard; poster paper (optional)




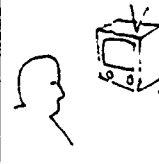
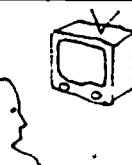




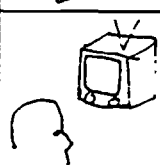



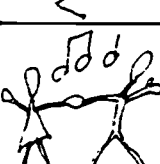
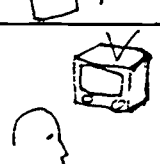

## PROCEDURE:

1. Draw on chalkboard (or poster paper to keep as a permanent audio-visual) a large square divided into 16 smaller squares. Choose four actions that you can draw easily. Draw each action four times so that each vertical row and each horizontal row contains all four actions as shown:



(Over)

2. Decide which verb tense you want the class to review. Choose four time expressions used with that tense, and write them across the top of the grid. Then choose some names of students or teachers, and write them down the side of the grid. For example, if you are reviewing the future tense, the grid may look like this:

Maria				
Wong				
Mehran				
Kiyo				

3. Have the class practice orally with this grid any one of the following activities or a combination of them:
- positive statements - Point to one of the pictures in the grid and make a positive statement about it. For example, if you point to the first picture, the statement (using the "will" future) could be, "Tin will read tomorrow." Point to the other pictures and call on students to make positive statements.
  - negative statements - Using the information in the grid, make a negative statement. For example, you could say, "Sam won't watch TV tonight." Call on students to make other negative statements.
  - yes/no questions and answers - Using the information in the grid, ask a yes/no question. For example, you could ask, "Will Maria sing tonight?" Call on a student to answer either, "Yes, she will" or "No, she won't," as appropriate to the grid. Then have that student form the next question, calling on a classmate to answer it. Have students continue to ask and answer questions until everyone has had a few turns.
  - or questions and answers - Follow the procedure in step c above using or questions. For example, you could ask, "Will Jose and his wife watch TV or read the paper tomorrow?"

(See next page.)

- e. wh- questions and answers - Write wh question words on the chalkboard to cue the questions you want the class to practice. For example, you could write: what, when, where, who, why, how. Point to one of these words, using it to form a question based on the grid. For example, you could point to the word where and ask, "Where will Sam sing next weekend"? Call on a student to answer. (Instruct the class to use their imaginations if the answer is not indicated in the grid.) The student could answer, "Sam will sing in the shower next weekend!" Now, point to another wh question word, having that student use that word to form the next question and to call on a classmate to answer it. Continue to point to the wh question words, and have students continue to ask and answer questions until everyone has had a few turns.
4. After the oral activity is finished, have students do one or both of the following written activities:
- If you did activity 3a and/or 3b, have them write five positive and/or five negative statements, based on the information in the grid. Collect and correct their papers.
  - If you did activity 3c, 3d and/or 3e above, have them write five questions of the type they just practiced, based on the information in the grid. Collect and correct their papers.

After students have seen their mistakes, have them switch papers and write the answers to their partner's questions. Again, collect and correct their papers.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Verb Tenses

CODE: Lis/Sp

CONTRIBUTOR: Richard H. Anderson, Instructor, Hartnell College, Salinas, CA

LEVELS: Intermediate/Advanced

APPROX. TIME REQ.: 5-50 min.

PURPOSE: To practice verb tenses and to put actions in sequential order

MATERIALS: Varying (See Operations, the following page.)

## GUIDELINES:

An operation is a series of events or actions which is usually universally known and logically sequenced. Manipulation of an object or gadget usually accompanies the operation. The operation typically can be described in five to ten fairly short sentences. The operation is usually done first as a set of instructions. It can be done again and again, varying the verb tenses.

GENERAL PROCEDURE: (See samples below, after these generalizations.)

1. The teacher models the entire chain of statements once.
2. The teacher goes through the chain again, stopping after each statement to check the students' comprehension.
3. The teacher conducts cumulative repetitions of each statement in the chain.
4. The teacher uses cue words or gestures and elicits a "free" response from the student. The teacher corrects when necessary.
5. The teacher asks each student to perform the operation with no cues.
6. The teacher can do the operation again, within a different tense context.

Example:

Often I \_\_\_\_\_ (present tense).  
 Now I am \_\_\_\_\_ ing (present continuous).  
 I \_\_\_\_\_ ed.  
 I have just \_\_\_\_\_ ed.  
 I'm going to \_\_\_\_\_

7. With more advanced classes, the teacher can have a student perform the operation and interrupt with questions in different tenses. For example:

Mihoko, pick up the \_\_\_\_\_.  
 What did you do?  
 What are you going to do next?  
 Have you \_\_\_\_\_ ed?

(Over)

## OPERATIONS: SAMPLE LESSON PLAN

THEME: Mailing a letter

Visual Aids and Props: paper, envelopes, stamps

## Basic Corpus/Model:

1. Fold the letter.
  2. Write the address in the center of the envelope.
  3. Write the return address in the upper left hand corner.
  4. Put the stamp in the upper right hand corner.
  5. Lick the envelope (seal).
  6. Drop (put) the letter in the mailbox.
- A. Teacher goes through all sentences one or two times to demonstrate sequence and clarify meanings.
- B. Teacher goes through chain once more, checking for comprehension.
- C. Practice by students:
1. Fold the letter.
  2. Write the address in the center of the envelope.
  3. Fold the letter.  
Write the address in the center of the envelope.
  4. Write the return address in the upper left hand corner.
  5. Fold the letter.  
Write the address in the center of the envelope.  
Write the return address in the upper left hand corner.
- D. Say "Fold" or gesture folding a letter.
- E. Have students perform whole operation, describing their actions as they are performing them.
- F. Teacher can vary the operation:
1. Change the tense context.  
e.g.: I folded the letter yesterday morning.
  2. Students can perform the operation with the teacher asking all kinds of questions in different tenses.  
e.g.: What did you do?  
How do you seal a letter?

(See next page.)

## OTHER OPERATIONS: Ideas and Vocabulary

1. LIGHTING A MATCH

pack (book) of matches

pick up

open

take out

strike

light the cigarette.....

the stove

put out (blow out)

the candle

put down

etc.

2. WRAPPING A PACKAGE

pick up

wrap

tape

fold

tie

cut

box

gift paper (wrapping paper)

scissors

tape (Scotch tape)

string

ribbon

bow

3. MAKING A CUP OF COFFEE

plug in (coffee pot)

turn on (stove)

open

take (spoon) out

put in (to)

pour

stir

serve

coffee pot

spoon (teaspoon)

jar of coffee

sugar

cream (or milk)

cup and saucer

mug

4. CHANGING A LIGHT BULB5. MAKING TEA6. FRYING EGGS7. WASHING DISHES8. GETTING UP

SUBJECT AREA: ENGLISH STRUCTURES

TOPIC: Verb Tenses for Shopping

CODE: Sp/Wr

CONTRIBUTOR: Sharron Bassano, Instructor, Santa Cruz Adult School, Santa Cruz, CA

LEVEL: Advanced Beginners

APPROX. TIME REQ.: 30 min..

PURPOSE: To practice forms of the verbs to buy, to cost, to want, to need; the expression "How much?"; and to give opportunity for free choice and pricing

MATERIALS: 18" construction paper; scissors; glue; magazines/newspapers OR ditto of shopping basket

PROCEDURE:

1. Draw a large shopping basket on the board. Ask students to copy it on a large piece of paper. Have them look through magazines, catalogues, (or shopping supplements of the newspaper) and select six things they want to buy. Ask them to cut these items out and glue them in the basket. They are to make a note of how much each item costs and add up for a total amount spent. This activity should not take more than 10 minutes.
2. When the students have completed the project, ask them to report to the class (or in smaller groups, if the class is large):

I bought a \_\_\_\_\_ for \$ \_\_\_\_\_, a \_\_\_\_\_  
for \$ \_\_\_\_\_, etc. It cost me \$ \_\_\_\_\_ all together.

3. Post the pictures around the room, and practice the structures:

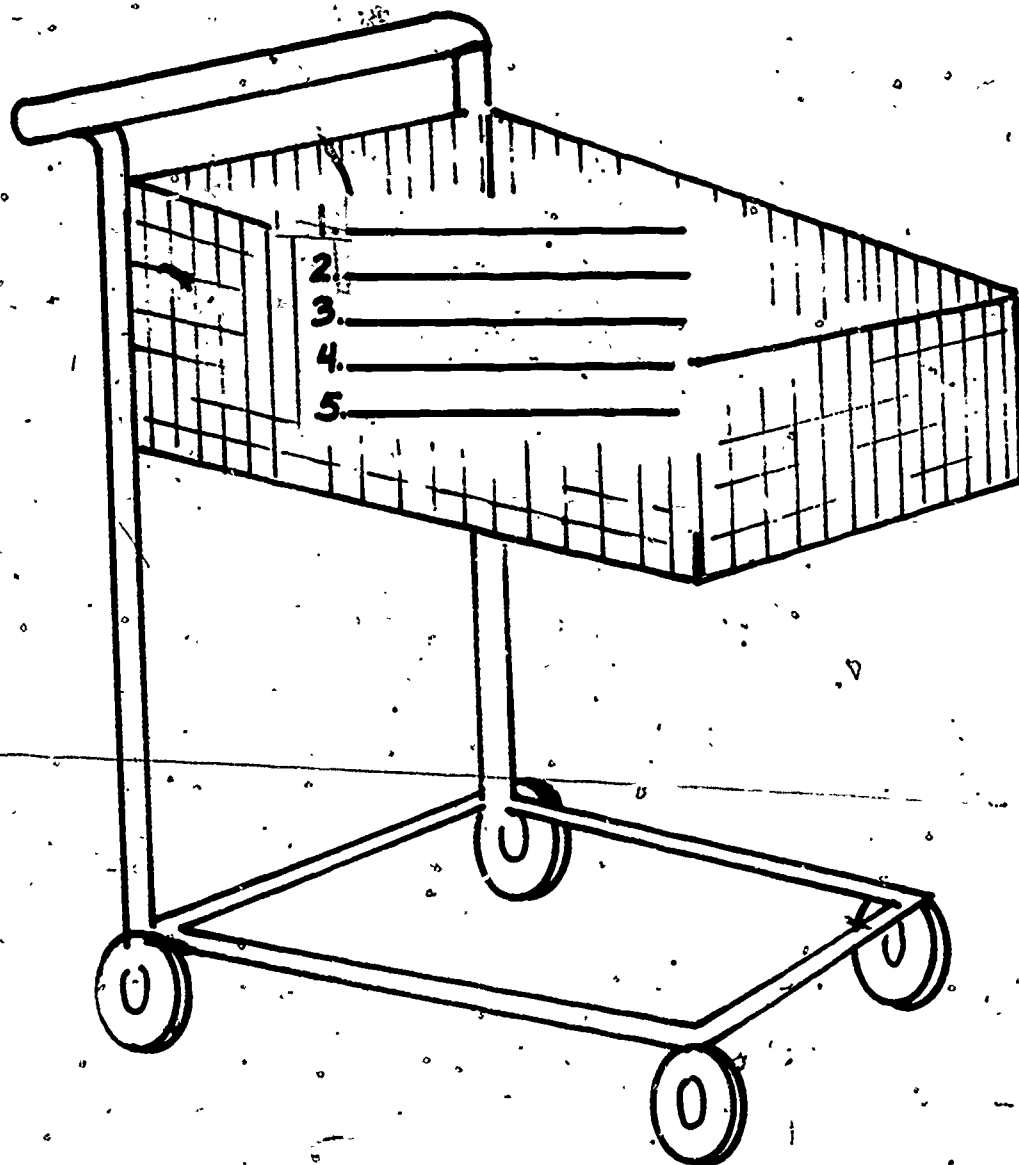
What did Linda buy?	She bought a stove.
How much was it?	
How much did it cost?	It cost \$300.00.
How much did Tran spend today?	He spent \$25.00

4. Variations:

- a. Tell students that they have only a certain amount of money to spend or that they must buy only things that begin with B or V or only red things.
  - b. Use a drawing of a gift box with students' indicating an item they want. For example: I need an iron. What does Luci need? She needs an iron. I want to give Luci an iron, etc.
5. If the class is too large to handle a cut-and-paste project such as this, give the students a small ditto of a shopping basket (See drawing on next page.) and have them write in the items. The cut-and-paste activity may also be a homework project.



## SHOPPING BASKET





## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Simple Present or Simple Past Review

CODE: Lis/Sp/Re

CONTRIBUTOR: Bourgi Hoerner, ESL Instructor, Vallejo Adult School, Vallejo, CA  
Davis Adult School, Davis, CA

LEVEL: All levels

APPROX. TIME REQ.: 20-30 min.

PURPOSE: To review orally and reinforce student mastery of simple present or simple past verb forms, which have been previously introduced and drilled.

MATERIALS: 3x5 cards

## PROCEDURE:

1. Before class, write one of each of the following expressions on separate 3x5 cards:

every day	every week	every Christmas	every night
every morning	every weekend	every summer	every March
every afternoon	every Friday	every winter	every month
every evening	every Sunday	every year	every noon, etc.

2. Hand out one card per student, explaining that each student is to make a true statement about himself/herself, beginning with the expression on the card.

Example: Every morning I brush my teeth.

3. "Concentration" is a variation of the basic procedure. Remind the students to listen carefully. After several students have made their statements, ask the question, and ask for individual replies.

Example:

Teacher: What does \_\_\_\_\_ do every morning?

Student: Every morning \_\_\_\_\_ eats his/her/its breakfast.

4. The teacher lets the students continue with their statements, interspersing these with questions. When the teacher gets identical statements, then the teacher asks, What do they do every day?

Finally, the teacher can make a statement or two about himself/herself. Then the teacher asks, What do I/we do every day?

5. Both the basic procedure and the variation can also be used to review and reinforce the simple past verb forms. Possible expressions to write on cards are these:

this morning	after lunch	last Saturday	(all to be
this afternoon	last night	Sunday morning	interpreted as
today	yesterday	last summer	<u>past</u> action).
tonight	last weekend	last year	

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Present Tense Pantomime

CODE: Lis/Sp/Re

CONTRIBUTOR: Bourgi Hoerner, ESL Instructor, Vallejo Adult School, Vallejo, CA  
Davis Adult School, Davis, CA

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally and reinforce student mastery of simple present and present progressive verb tenses, which have been previously introduced and drilled.

MATERIALS: 5x8 paper,

## PROCEDURE:

1. Explain to the class that as a review of the verb tenses studied, several students will be given slips of paper directing them to act out a particular role, which the rest of the class will then try to guess. Have one of your more out-going students begin.
2. Possible directions to be written on slips of paper beforehand are these:

## Examples:

You're a bus driver.  
You drive a bus.  
Now you're drinking a cup of coffee.

You're a mailman.  
You deliver mail.  
Now you're walking across the room.

You're a taxi driver.  
You drive a taxi.  
Now you're eating an apple.

You're a milkman.  
You deliver milk.  
Now you're reading a book.

You're a tennis player.  
You play tennis.  
Now you're talking on the telephone.

3. The student first acts out his/her role, e.g., bus driver, and then acts out what he/she is presently doing. The teacher elicits the appropriate responses from the class by asking:

Teacher: What is he/she?  
What does he/she do?  
What's he/she doing now?

Students: He/she's a bus driver.  
He/she drives a bus.  
He/she's drinking a cup of coffee.

4. Ask for another volunteer and continue the procedure, stopping to review the habitual action/present action distinction between the two tenses, whenever necessary.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Daily Activities, Present Tense

CODE: Lis/Sp/Wr

CONTRIBUTOR: Sharron Bassano, Instructor, Santa Cruz Adult School, Santa Cruz, CA

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: 30 min.

PURPOSE: To give practice using the present tense in the first, second, and third person singular, in question and answer forms

MATERIALS: Two dittoed handouts

PROCEDURE:

1. Distribute the ditto with Janice's clock. (See diagram which follows.)  
Write questions on the board:

How many hours does Janice work for money?  
How many hours does she go to school?

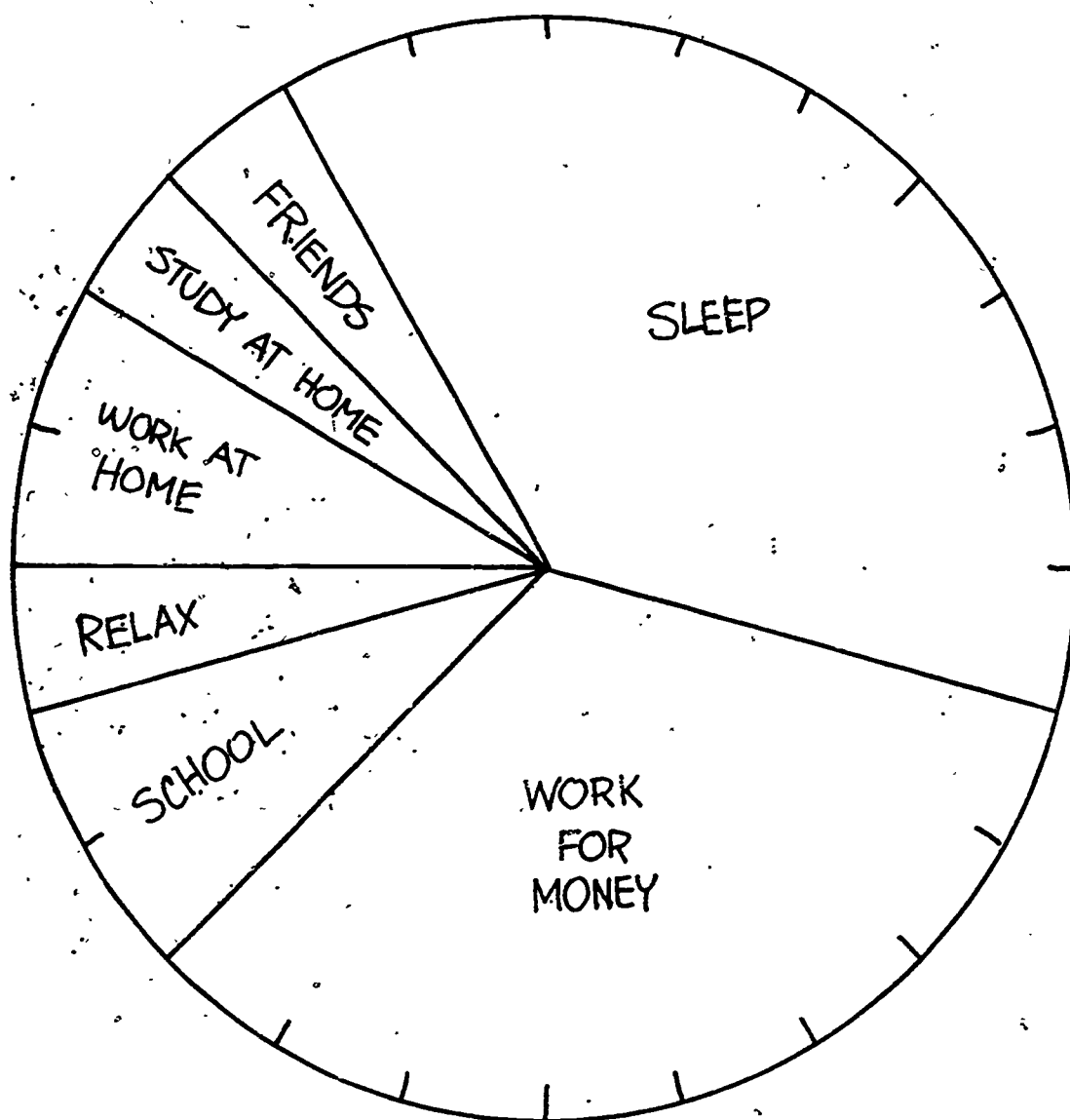
Have a student read a question, and have another student give the answer according to the diagram.

2. Practice the structure: "Does Janice visit friends three hours a day?"  
"No, she doesn't." "Does Janice sleep nine hours every night?" "Yes, she does." - continuing through all the activities.
3. When this activity has been sufficiently practiced, hand out the second copied diagram (See example which follows.), asking students to make a clock of their own usual day here in the U.S.A.
4. When they have completed their clocks, have them discuss in pairs or in small groups how their days compare. For example: "Do you work eight hours a day?" "Yes, I do."
4. Variation:
  - a. Give the students a 24-hour clock, and have them divide it into a perfect day, a day in which they could choose their activities freely.
  - b. Have the students make a 24-hour clock of a normal day in their native countries in order to compare it with their clock in the U.S.A.

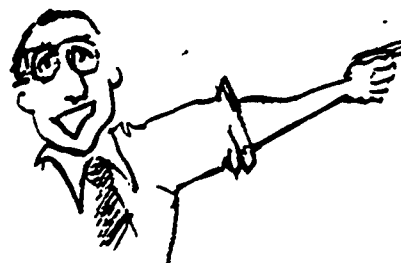
Note: These activities build practice in the present tense as well as practice in communication on items of mutual interest.

(See diagrams A and B, which follow.)

Diagram A

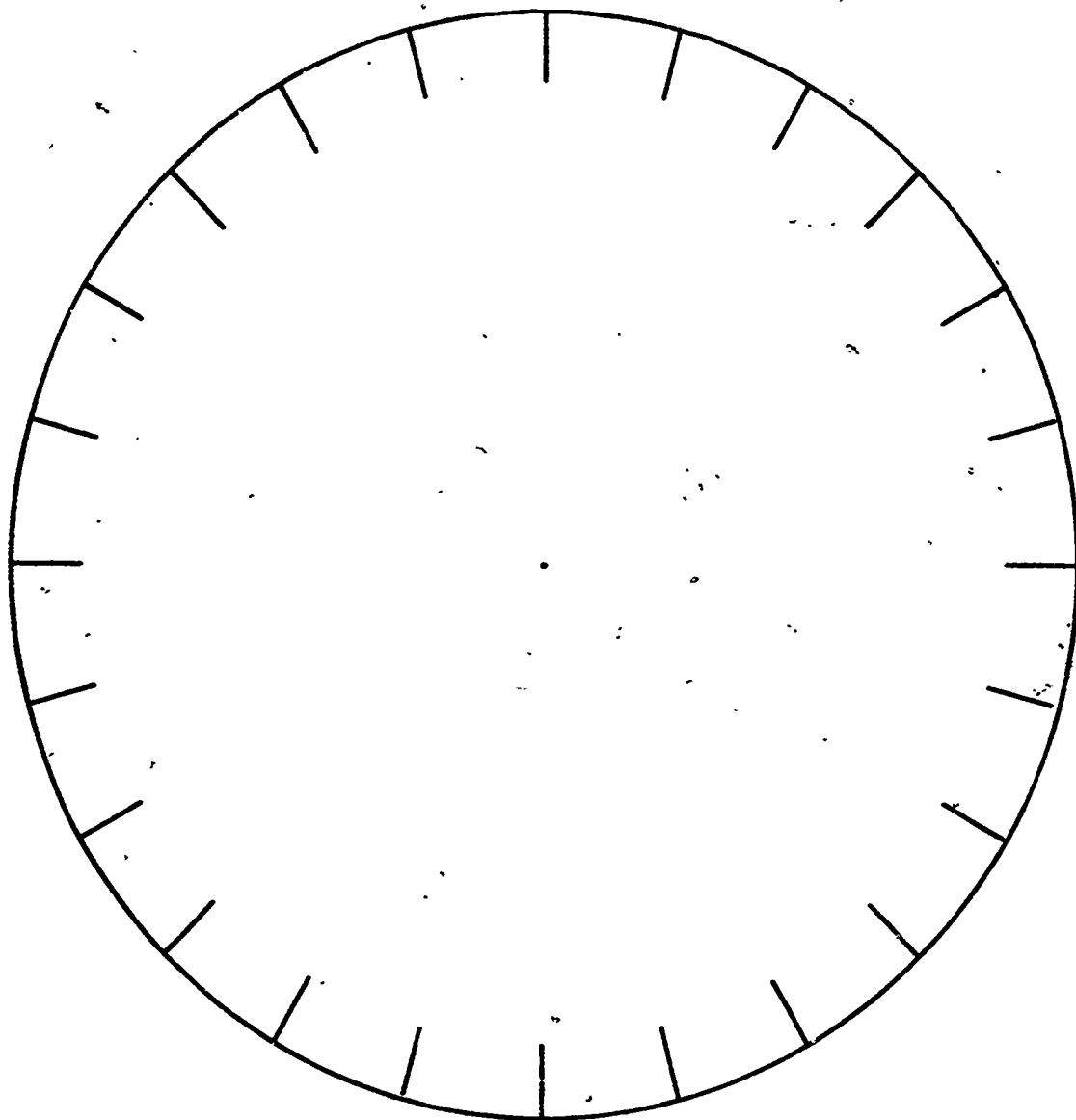


JANICE SLEEPS NINE HOURS EVERY NIGHT.  
 SHE WORKS FOR MONEY \_\_\_\_\_ HOURS A DAY.  
 SHE GOES TO SCHOOL \_\_\_\_\_ HOURS A DAY.  
 SHE VISITS FRIENDS \_\_\_\_\_ HOUR A DAY.  
 SHE WORKS AT HOME \_\_\_\_\_ HOURS A DAY.  
 SHE STUDIES AT HOME \_\_\_\_\_ HOUR A DAY.  
 SHE RELAXES \_\_\_\_\_ HOUR A DAY.



(See next page.)

Diagram B



HOW MANY HOURS A DAY DO YOU:

SLEEP?  
WORK FOR MONEY?  
GO TO SCHOOL?  
WORK IN YOUR HOUSE?

RELAX?  
VISIT FRIENDS?  
STUDY AT HOME?  
STAY ALONE?



SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Present Tense (adaptable to other verb tenses) CODE: Lis/Sp

CONTRIBUTOR: Patricia A. Bennett, ESL Instructor, San Diego Community College  
District, San Diego, CA

LEVEL: All levels APPROX. TIME REQ.: 60 min.

PURPOSE: To introduce and /or review the present tense; to facilitate student comprehension of grammatical concepts through tactile and kinesthetic modes

MATERIALS: Cuisenaire Rods or other symbolic aids such as a construction paper or felt.\*

PROCEDURE:

1. Distribute a blue, orange and beige cuisenaire rod to each student. Write the following on a chalkboard placing the blue rod above it on the upper ledge of the board. If there is no ledge, use a chart, felt board, or other visual aid.

Chart I - Subject and Predicate with Third Person "S"

Blue	Orange	Beige	Blue	Orange	Beige
I	eat.		He	eat	-s
You	eat.		We	eat.	
She	eat	-s	They	eat.	

2. Hold up a blue rod and say slowly, "I, she, we," etc. Have the students repeat the words with you. Then say, "Show me 'he.'" They will respond by holding up the blue rod. Practice in this way until it is clear that all students have grasped the concept that the blue rod represents the subject pronouns. (For most beginners, labeling of parts of speech and verb tenses is confusing and therefore should be avoided.)

\*Cuisenaire Rods range in size from a 3/8 inch cube to a 3-3/4 inch square rod. Each of the ten sizes is a different color. The rods are preferable to felt or paper because the students can all simultaneously lift and show the rods, giving the teacher instant comprehension feedback at a glance. Most rods come in sets designed to teach math; so in order to obtain a set of rods which is appropriate for teaching ESL, you may special order through some educational supply stores. One store which will do this is GET SMART EDUCATIONAL TOYS, EQUIPMENT AND SUPPLIES. 9510 Chesapeake Dr., San Diego, CA 92123. Thirty sets of ten rods each cost \$37.95 (1979 price). The cost is less than a class set of books.

(Over)

3. Ask students to show you "eat," then "we," then "we eat," "s," "eats," "she eats." Show the students how to place the rods side by side on the table, press them together between their thumb and fingers, and pick them up to show their order. The rods will represent sentences like this:

Blue      Orange  
I      eat.

Blue      Orange      Beige  
She eats.

4. Introduce the Complement.

Chart 2 - Complement

Blue	Orange	Beige	Brown
I	eat		an apple
You	eat		cereal
She	eat	s	a banana (every day.)

Blue	Orange	Beige	Brown
He	eat	s	too much bread
We	eat		some cookies
They	eat		chicken.

5. Ask students to show you "an apple," "too much," "eat," "They eat," "She eats a banana every day." When they can demonstrate their passive knowledge in this way, begin to elicit their creative constructions for you to form. Request that they say a sentence. When someone does, show him or her your rods in the correct order. After more students have participated and they are feeling confident, try showing them a mistaken ordering. If someone says, "He eats too much," hold up "He too much eats."

Blue      Orange      Beige      Brown

He eats too much bread.

Blue      Brown

He too much bread eats.

Orange      Beige

If the students do not catch your error immediately, say, "Is this correct?" They will protest, "No, he eats too much!" From this activity, move into peer-tutoring where everyone has a chance to make up sentences for a partner to form. Ask two advanced students to demonstrate in front of the class. One says a sentence; the other shows it with the rods. Then they reverse roles. Indicate that this is the activity in which they will participate with their partners.

6. After students have practiced enough to master these symbols, change some of the vocabulary on the chart to include names and different verbs and complements. Then allow students to practice in pairs again and to create their own combinations of vocabulary.



Chart 3 - Question Formation

Red	Beige	Blue	Orange	Brown
Do		I	study	English?
Do		you	like	to eat?
Do	-es	she	eat	beans?
Do	-es	Vinh	listen to	music?
Do		we	eat	chicken?
Do		Rosa & Keo	play	the piano?

7. If you are using a chalkboard, write "Do" in front of the subject, place the red rod above it, erase "s" after the verbs, rewrite "es" after the third person "Do," and move the beige rod above the new "s" position. This produces an "Aha!" reaction from the students as many see this relationship for the first time.
8. Continue alternating between teacher/class & peer-tutoring interaction as you add the final concept of this lesson:

Chart 4 - Negative Formation

Blue	Red	Beige	Black	Orange	Brown
I	do		not	study	English.
You	do		n't	like	to eat.
Hoa	do	-es	not	eat	beans.
He	do	-es	n't	listen to	music.
Yuki and I	do		not	eat	chicken.
They	do		n't	play	the piano.

- Notes: A. For illiterate students: If your students are illiterate, one can try using pictures like the See It/Say It verb cards, which have a person's picture on the left, an action picture depicting the verb in the middle and a picture of the complement on the right. If you don't have cards, try drawing pictures on the board. Practice the structure with the pictures and then place the rods above the subject, verb, and complement and begin Step One of the lesson, using pictures only.
- B. For further information, lessons and discussion of theory of this method see: "Symbolic Sentence Structure: Syntactic Clarification with Cuisenaire Rods" by Patricia A. Bennett in CATESOL Occasional Papers, Number 5, (Fall, 1979).



## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Present Tense in Compound Sentences

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Nancy Essex, ESL Instructor, El Monte Adult School, El Monte, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 20 min.



PURPOSE: To give students conversational practice with verbs in the present tense, with vocabulary which has been previously introduced

MATERIALS: Chalkboard

## PROCEDURE:

1. On the chalkboard, make a list of persons, with what they like and do not like to do. (See example, below)
2. Give the students an example of the sentence structure.  
Example: John likes to play soccer, but he doesn't like to play tennis.
3. Elicit choral responses from the students by asking them about the various people.
4. Following choral responses, repeat the procedure with individual students. Check for pronoun-verb agreement.
5. Then repeat the procedure after erasing the to before each infinitive.
6. After the oral activities are completed, have the students select five sentences to write. Correct the papers. Then have the students read their sentences to the class.
7. Extend this activity by eliciting the likes and dislikes of each student.  
Example: What do you like? Do you like ice cream?

## Diagram

		
1. John	to play soccer	to play tennis
2. Jo Ann	to watch television	to go to the movies
3. George and Ed	to eat	to cook
4. Bob and Mike	to wash the car	to wash the dishes
5. Mary	to clean the house	to fix the car
6. My brother and I	to go on vacation	to go back to work
7. The children	to go to the playground	to go to the dentist
8. Fred and Joe	to play in the park	to clean the garage
9. Sonja	to cook	to clean the kitchen
10. The little boy	to eat ice cream	to eat vegetables
11. Gilbert	to go to school	to study
12. Lisa	to earn money	to stay home
13. You	to drink beer	to drink milk
14. I	to drive a blue car	to drive a red car
15. We	to go to the store	to be late

**SUBJECT AREA:** ENGLISH STRUCTURE

**TOPIC:** Present Simple Tense with "What?"

**CODE:** Lis/Sp

**CONTRIBUTOR:** Barbara G. Rader, ESL Instructor, Grossmont Adult School, La Mesa, CA

**LEVEL:** Beginning/Intermediate

**APPROX. TIME REQ.:** 20 min.

**PURPOSE:** To provide practice in using verb structures and in asking and answering questions about everyday situations while building vocabulary

**MATERIALS:** 4x6 cards on which are pasted pictures in various categories, such as tools, household appliances, fruits, vegetables, clothing

**PROCEDURE:**

1. Make enough of the 4x6 picture cards for half the members of the class. Make another set of 4x6 cards on which are written various questions beginning with "what" concerning the items pictured.
2. First, familiarize students with the pictures on the cards and the names of the objects: "What is this?"  
 A. "It's a vacuum cleaner."  
 Then discuss the purpose of each item:  
 "What does it do?"  
 A. "It cleans the carpet."
3. Later in the session or the next day, distribute the cards. Give half the class the question cards and half the class the pictures.
4. Each student asks the question written on his card. The student who holds the matching picture holds up his card and answers the question, "What cleans the carpet?" with "A vacuum cleaner does."
5. Later, after the students are thoroughly familiar with the questions, distribute only the pictures. Then the students must invent the questions, so that the others can "guess" the answers.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Making Pancakes: Review of Imperative,  
Present Continuous and Present Tense

CODE: Sp/Wr

CONTRIBUTOR: Judith A. Hausman, ESL Instructor, University of Mass., Boston  
Bentley College, Waltham, Mass.

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: 30 min.

PURPOSE: To review orally and to provide a written follow-up for the above  
tenses, which have been previously introduced and drilled

MATERIALS: Electric frypan; pancake mix\*; oil; utensils; plates; syrup; and  
forks for eating afterwards; handouts listing steps and vocabulary

#### PROCEDURE:

1. Distribute the handouts and review with the class the steps and vocabulary for making pancakes. Make sure to include on the handout the names of the ingredients and cooking verbs, such as: mix, turn, etc.
2. Begin the process of mixing and cooking the pancakes, continually asking the students to tell you what you are doing at the moment and what you should do next. Remind them to refer to the handout where the steps are listed.

Example: Teacher: What am I doing now?

Student: You're breaking the egg.

Teacher: What should I do next? or Should I turn the pancake now?

Student: Turn the pancake.

Continue until the batter is all cooked and the students have all tasted the pancakes. You might ask them to compare pancakes to a similar food in their country.

#### 3. Follow-up Activities:

##### a. Oral Activities

Ask the students to report to the class what you did or to ask each other about what you did.

##### b. Written Work

Ask the students to describe in writing the process of making pancakes in the present tense.

In the Cloze procedure, prepare a paragraph describing the process, where the students fill in the appropriate forms.

Ask the students to describe the process of preparing their national dish or any other process they are familiar with.

4. Variations: The same procedure can be followed for such activities as fixing a tire, working a washing machine, changing the ribbon in a typewriter, planting a plant in a flower pot, etc.

\*A mix that requires an egg makes for more action and vocabulary. Making the mix from scratch generates good review of quantity expressions and count and non-count nouns.

**SUBJECT AREA:** ENGLISH STRUCTURE

**TOPIC:** Situational Reinforcement of Understanding the Imperative of Verbs, Prepositions and Object Pronouns **CODE:** Lis/Sp/Re

**CONTRIBUTOR:** Phyllis Hogan, Instructor, San Francisco Community College District, San Francisco, CA

**LEVEL:** High Beginning/Intermediate **APPROX. TIME REQ.:** 25 min.  
(two or three times a week)

**PURPOSE:** To promote mastery of verbs, prepositions, and pronouns, coordinating action with oral imperatives.

**MATERIALS:** Assorted small class and household items; two cardboard shoe boxes

**PROCEDURE:**

1. On a chair next to the teacher's desk, place a few small class or household items. On the desk, place two cardboard boxes side by side (one bottom up).
2. Using one or two of the examples below, model each sentence, with the students repeating in chorus.
3. Then model each utterance again, testing student comprehension by selecting individual students to follow directions as the students repeat the model.
4. When understanding is assured, have students direct each other in the exercise until all have participated.
5. Only two or three patterns should be practiced on any given day. Each structure should be reviewed before continuing the exercise on a subsequent day.

**Examples:**

- a.
  - 1) Go to the desk, please. (Speaker sits in customary seat.)
  - 2) Pick up the eraser, please.
  - 3) Put it in the box/under/on top of/behind/in front of the box/between the boxes.
- b.
  - 1) Go get the pen, please.
  - 2) Bring it to me, please.
- c.
  - 1) Go get the pencils, please.
  - 2) Bring them to me, please.
- d.
  - 1) Go get the ruler, please.
  - 2) Take it to him/her, please. (Indicating another student)
- e.
  - 1) Come and get the notebook, please. (Speaker standing next to item.)
  - 2) Give it to him/her, please. (or: Keep it, please.)

6. Once all exercises have been practiced, students may vary their commands as they choose. Different household items may be substituted.
7. The exercise can be expanded to further verb practice or short conversation using polite requests, e.g.:
  - a. What are you doing? I'm going to get the \_\_\_\_\_.
  - b. What did you do? I took the eraser to \_\_\_\_\_.
  - c. Would you get the eraser, please? What shall I do with it?  
Give it to the teacher, will you, please?

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Prepositions, Commands, "Where" Questions

CODE: Lis/Sp/Wr

CONTRIBUTOR: Donna Price, ESL Instructor, San Diego Community College District  
San Diego, CA

LEVEL: Beginning

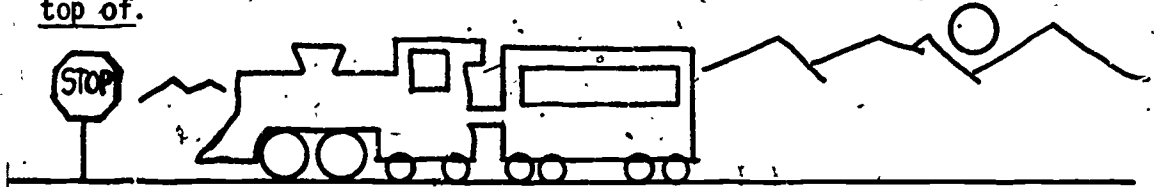
APPROX. TIME REQ.: 20 m

PURPOSE: To review orally, through commands, prepositions of place.

MATERIALS: Chalkboard; cut-out of a bird and cut-out of a man, with tape on the backs

PROCEDURE:

1. On the chalkboard, first draw a train, mountains, sun, and a stop sign. Then write these prepositions as a list on the board: on, in, under, above, between, next to, to the left, to the right, in back of, in front of, on top of.



2. Show the students the cut-out of the bird. Say: "Where shall I put the bird? Tell me to put the bird under the sun." A student replies: "Put the bird under the sun."
3. Then have each student in the room tell you where to put the bird.
4. Next, have one student come to the board. Give him the cut-out of the man, and have one student who is seated tell where to put the man, using a preposition. The student at his/her seat says: "Put the man behind the stop sign." After the student at the board does this, he sits down, and the activity is resumed with other students.
5. After all students have taken a turn, the teacher puts the man somewhere and says:  
Teacher: Nokeo, ask Co where the man is.  
Nokeo: Where's the man?  
Co: He's under the train.  
The teacher continues to move the man cut-out with directed questions until all the prepositions have been used.
6. After these oral activities, the teacher writes the questions and the answers on the board, and the students copy.



**SUBJECT AREA:** ENGLISH STRUCTURE

**TOPIC:** Past Tense

**CODE:** Lis/Sp

**CONTRIBUTOR:** Donna Price, ESL Instructor, San Diego Community College District,  
San Diego, CA

**LEVEL:** Advanced Beginners

**APPROX. TIME REQ.:** 20-30 min.

**PURPOSE:** To introduce verbs in the past tense through oral work, using objects that the students are familiar with

**MATERIALS:** A bag of grocery items, such as two bottles of coke, a can of corn, two boxes of tea, a carton of milk, a jar of jelly, and two packages of gum - enough for the entire class

**PROCEDURE:**

1. Take out items from the bag; have the students identify them as the items are revealed.
2. Review plurals for appropriate items, e.g., two jars of jelly.
3. Give each student an object, asking, "What do you have?" Go around the room until each student has the opportunity to answer.
4. Say, "Every week I go to the store. I buy..." naming all the objects. Then say, "Yesterday I went to the store. I bought..."
5. Students repeat. Then each student says, "Yesterday I went to the store and I bought..." and names his item.
6. Then the students start again, but each person has to name all the objects and the owner.

**Example:**

Chan: Today I went to the store, and I bought a jar of jelly.  
Boua went to the store and bought a can of corn, (etc., until the student has named every item and person).

Students learn "bought" and "went" without thinking about them, because they are so busy concentrating on what the other person bought.

7. Following this activity, put all the objects on the desk or in the middle of the room, and ask someone: "What did Chan buy?" The student takes a can of corn and says, "Chan bought a can of corn."
8. Other verbs can be used, for example: "Yesterday I drove to Fed Mart, and I spent \$60 on a dress." Bring clothes from home with price tags on them, to serve as examples.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Present Perfect, Indefinite Past

CÓDE: Lis/Sp

CONTRIBUTOR: Louise McDonald, Instructor, Alemany Community College Adult Center,  
San Francisco, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 1½ hours

PURPOSE: To practice and review the present perfect and indefinite past through a listening and speaking activity

MATERIALS: 3x5 cards; dittos - one for each student; chalkboard (optional)

PROCEDURE:

Note: This is a communicative activity which gives students the opportunity to ask and answer questions in the present perfect tense and indefinite past.

1. Make up a master list of phrases which can be used in present perfect questions with "ever". For example: a. been to Disneyland (Have you ever been to Disneyland?), b. lost some money (Have you ever lost some money?), etc. Use irregular verbs and topics which are relevant to the students' lives. Make 20 phrases.
2. Then number the 3x5 cards from 1 to 20, and on each card write one phrase. For example: 1....bought a car, 2....broken a bone, 3....stood in line for a long time, 4...gambled in Nevada, etc. Note: if you have more than 20 students in the class, make duplicates or triplicates of the cards so that there is one card per student.
3. Make one ditto for each student with the numbers 1-20 in a column down the left side. Later, the students will use this ditto to write the answers to the questions they have been practicing.
4. Now divide the class in half. Before passing out the cards; instruct one group to remain seated and to be prepared to answer some questions. Instruct the other half that they will receive a card with a phrase on it and that they must form a present perfect question with ever. Then they must get up and ask the question of one of the seated students. If they get a no answer, they must ask another student.

When they get a yes answer, they must ask the student's name and then write the answer on their ditto. For example: Question: "Have you ever had a baby?" Laura answers, "Yes." So the student writes, "Laura has had a baby."

Note: If the student receives three no answers in a row, he is then permitted to write, "Joan has never had a baby." Instruct them not to show their card to the other student, so the second student has to listen.

(Over)



5. Now pass out cards 1-10, one to each student, to the half that will ask questions first. When a student receives a yes answer, he returns his card to the teacher's desk and picks up another one. Students should continue until they get responses to the first ten questions..

When the first group finishes, pass out cards 11-20 to the other group, and have them do the same activity.

6. When all have finished, put the responses on the blackboard for discussion. Do not hesitate to extend the conversation. For example, if one response is, "John has broken a bone," then ask, "When?"; "How did it happen?"; "What bone did you break?" etc. Also, encourage the students to ask questions. In this way, contrast can be made between the present perfect and the past.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Past Perfect Tense

CODE: Lis/Sp/Wr

CONTRIBUTOR: Dennis Cone, Curriculum Coordinator, English Language Center,  
Texas Christian University, Fort Worth, Texas

LEVEL: Intermediate

APPROX. TIME REQ.: 20 min.

PURPOSE: To provide oral and written practice with simple questions and statements using the past perfect tense

MATERIALS: Chalkboard

PROCEDURE:

1. Have the students write a sentence for each of ten important events in their lives, including things such as school accomplishments, work experience, travels, moving from one city to another. Tell them to write short, complete sentences. The sentences can be in any order. You or one of the students can write on the board an example, such as the following:

I started work at IBM.  
I got married.  
I finished college.  
My father died.  
I moved to Denver.

2. Instruct the students to pair off and exchange lists. Their task now is to put their partner's list of events in chronological order. They must ask questions using the past perfect tense; for example:

A: Had you moved to Denver before you started work for IBM?

B: No, I hadn't.

The list on the board should be used to give several examples. Circulate among the pairs to make sure they are using the past perfect correctly.

3. Then have the students write out five true sentences in the past perfect, using the information they have elicited during the oral practice. Collect their papers for grading.
4. Variation: Let high intermediate students take the exercise one step further to learn the year each event occurred. First, the student asks a when question about the first event; for example:

A: When did you finish college?

B: 1968

Using this as a starting point, the student can ask a series of questions using past perfect progressive or past perfect with a complement to determine the date of each event; for example:

A: How long had you been out of college when you got married?

B: I got married after I'd been out of college two years.

A: How many years had you been living in Denver when you bought your house?

**SUBJECT AREA:** ENGLISH STRUCTURE

**TOPIC:** Conditionals

**CODE:** Lis/Sp/Re/Wr

**CONTRIBUTOR:** Judy Burghart, ESL Instructor, Escondido Adult School, Escondido, CA

**LEVEL:** Advanced

**APPROX. TIME REQ.:** 15-20 min.

**PURPOSE:** To reinforce use of conditional questions and answers

**MATERIALS:** 3x5 cards or pieces of paper

**PROCEDURE:**

1. Divide the class into two groups. Give each student a piece of paper. Half the class completes the question: "What would you do if...?" The other half completes the statement: "I would.."
2. Students should not discuss possible completions, and they must have already studied conditionals to make completions with the proper verb tenses. Students fold papers for secrecy.
3. Collect all pieces of paper, keeping questions and answers separate. Have one student pick a question at random and read it to the class. Have another student read one of the answers.
4. Repeat the activity several times. The activity works well with present and with past tenses. If the class understands conditionals well, have them complete, "What would you have done if.." and "I would have..."
5. Example pairs:

"What would you do if Joe kissed you?" " I would wash the dishes."

"What would you do if there were an earthquake?" " I would fix my car."

**SUBJECT AREA: ENGLISH STRUCTURE**

**TOPIC:** The Verb: to do as Modal for Questions  
as a Verb

**CODE:** Sp/Wr

**CONTRIBUTOR:** Margaret McInnis Verge, ESL Instructor, Santa Monica College,  
Santa Monica, CA

**LEVEL:** Intermediate

**APPROX. TIME REQ.:** 20 min.

**PURPOSE:** To assist in learning the present tense of to do and the  
formation of questions with do and does

**MATERIALS:** Chalkboard; common place objects in a bag

**PROCEDURE:**

1. Write on the chalkboard, "What do I do with this?"  
Leaving a space, also write, "What does he (she) do with this?"
2. Two students come up to the front. One student takes an item out of the bag. He/she asks the class, "What do I do with this?" An example would be a piece of string. A student answers, "You tie a package with it."
3. The teacher writes the word "tie" on the board.
4. The other student now asks, "What does he (she) do with it?" A student answers, "He (she) ties with the string."
5. Various students take turns coming up. Each one would probably do four to five items.
6. The teacher can then assign the students to write some questions and answers at home using, "What does she do with \_\_\_\_\_?" The teacher can suggest a can of soup, soap, etc.
7. As a review exercise, this technique can also be used as a test, eliminating step #3 above.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: — Partitive some; Use of need, want, have

CODE: Sp/Wr

CONTRIBUTOR: Judith William, ESL Instructor, Mountain View Adult School,  
Mountain View, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 20 min.

PURPOSE: To provide a jazz chant model for student formation of some positive and negative statements and questions involving mass nouns; to review thank-you expressions

MATERIALS: Chalkboard

## PROCEDURE:

1. Explain and/or act out how you are having some company soon and you have just realized you do not have any coffee, milk or sugar for them. What can you do? Elicit that you can borrow from a neighbor. Have the students listen while you do the following jazz chant on this subject:

## SHORTAGE

Voice 1

I need some coffee. What'll I do?  
I need some milk. What'll I do?  
I need some sugar. What'll I do?

Yes, I do!

Yes, I do!

I want that, too!  
I want that! I want that, too!

Thank you so much.  
You're very kind.  
Neighbors like you  
Are hard to find.

Voice 2 (neighbor)

Do you want some coffee?

Do you want some milk?

Do you want some sugar?

I don't have much coffee. Will this do?  
I don't have much milk. Will this do?  
I don't have much sugar. Will this do?  
Will this do? Will this do?

You're very welcome.  
No trouble at all.  
Glad to help you  
Anytime you call.

2. Model the chant in a rhythmic way, line by line, and have the class repeat it.
3. Explain any unfamiliar expressions, such as "Will this do?" meaning "Is this enough?"
4. Correct pronunciation, intonation and stress, as needed.

(Over)

5. Have the class help you as much as possible in reconstructing the chant and writing it on the chalkboard. They can copy it in their notebooks.
6. Practice saying it first with the whole class and then with the class divided into two groups. Then change parts.
7. Practice the chant on different days until they know it by heart. For variety, substitute other quantitative expressions which you have elicited from the class, drilled orally, and written on the board.
8. After they are very comfortable with the structures and have practiced the chant on many successive occasions, have the students substitute count nouns, noting the changes involved.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Have/Has

CODE: Lis/Sp

REPORTER: Sharon Fiene, ESL Instructor, Azusa Unified School District,  
Azusa, CA

LEVEL: Beginning

APPROX. TIME REQ.: 45 min.

PURPOSE: To introduce and practice the use of have and has in conversation

MATERIALS: Objects or pictures of objects

## PROCEDURE:

1. Choose objects or pictures of objects which are familiar to students. Some good ones are kitchen items, foods, or classroom objects.
2. Show an object, saying, "This is a fork. I have a fork," pointing to yourself on the word "I." Repeat several times. Show another item, saying, "I have a spoon." Repeat the utterance several times. Give the object to a student, and then say, "You have a spoon," pointing to the student on the word "you," and repeating several times.
3. Now repeat the above procedure, having the class repeat each utterance orally, several times.
4. Say the question, "What do I have?" Say it, showing the object; then say, "I have a fork." Ask the class the question, pointing to yourself so their response will be, "You have a fork." Then say, "What do you have?" and ask the student with the object. Point to yourself to help his/her response to be "I have a spoon."
5. Give each student an object, saying, "You have \_\_\_\_\_." Then proceed to ask each the question, "What do you have?", receiving the response, "I have \_\_\_\_\_."
6. After practicing have, say several times, "He has \_\_\_\_\_." Point to individual male students, saying what each has. Then say several times, "She has \_\_\_\_\_", pointing to individual female students.
7. Now repeat the above procedure, having the class repeat each utterance orally, several times.
8. Then say the question, "What does he have?"; Ask one student while pointing to another on the word "he." Ask several other individual students. Then ask several other individuals, while pointing to a female student for "she."
9. Once each question and answer has been gone over, mix them up. The conversations can go something like this:

Teacher: What do you have?  
 Gerardo: I have a spoon.  
 Teacher: What does he have?  
 Juan: He has a spoon.

Teacher: What do you have?  
 Ana: I have a plate.  
 Teacher: What does she have?  
 Martin: She has a plate.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Must and Should

CODE: Lis/Sp/Wr

CONTRIBUTOR: Linda J. Sheedy, Adjunct Professor, ESL, Glassboro State College,  
Camden, NJ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 40 min.

PURPOSE: To distinguish the meaning of the modal auxiliaries must and should

MATERIALS: Dittoed materials (See example, below.); paper

PROCEDURE:

1. Prior to the presentation of this lesson, obtain a sample of sentences from your students or from related sources (reading assignments, values clarification material, etc.)

2. Select sentences, and prepare a ditto similar to the following:

Choose three activities which you have to do and write the number 1 on the line before these activities. Choose three activities which would be good for you to do and write the number 2 on the line before these activities.

\_\_\_\_\_ read the newspaper every day  
 \_\_\_\_\_ go to the students' association meeting tonight  
 \_\_\_\_\_ eat in order to live  
 \_\_\_\_\_ go to that party on Saturday  
 \_\_\_\_\_ help my mother (or other family member) clean the house  
 \_\_\_\_\_ pay the parking ticket  
 \_\_\_\_\_ write the composition in ink  
 \_\_\_\_\_ drive to New York City this weekend  
 \_\_\_\_\_ study for the test on Thursday  
 \_\_\_\_\_ go to the doctor when I have a cold

3. On a separate sheet of paper, have the students write, "I must," followed by the activities with the number 1. Then have them write, "I should," followed by the activities with the number 2.
4. Using sample sentences volunteered by the students, now lead a discussion and practice to bring about realization that I must indicates obligation or necessity and I should indicates advisability. Students quickly check their own sentences.
5. Then the students, in pairs or in small groups, share their responses orally by asking each other questions. For example: What should you read every-day? What must you study for Thursday? Meanwhile, circulate, clarifying and checking for accurate usage.
6. To conclude, now bring the class activity together with the students responding to the teacher's questions concerning the sentences.



SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Verbs to need and to have

CODE: Lis/Sp

CONTRIBUTOR: Sally C. Gearhart, ESL Instructor, Indian Valley Colleges, Novato, CA

LEVEL: Pre-literate/Beginning

APPROX. TIME REQ.: 20 min.

PURPOSE: To teach the verbs to need and to have with emphasis on the present tense; to review clothing items

MATERIALS: Scraps of scratch paper, pencils, items of clothing including various pairs, such as shoes, socks, boots (Flash cards with I need and I have: optional)

PROCEDURE:

1. Distribute pencils to half of the class and paper to the other half. Keep one of each in front with you.
2. Pick up the pencil. Say to the class, "I have a pencil." Pick up the paper. Say to the class, "I have paper."
3. Move to the side of the class that has the pencils. Repeat "I have a pencil," picking yours up, and indicating for them to do the same, repeating aloud. Move to the other side of the class and do the same with the paper.
4. Move back to the side with the pencils. Placing your paper with the side which has the paper, say, "I have a pencil; I need paper." (Reach out for the paper as you add the second part.) Tell the class with the pencils to repeat with you, reaching out to the others for paper.
5. Now switch sides again, doing the same with the paper, while reaching out for the pencils.
6. Tell the students to get up and go around asking for what they are lacking. They will seldom have both pencil and paper for long, but they then must be told to say, "I need both a pencil and paper."
7. Now reach into the prop bag and distribute articles of clothing to each of the students. Collect the paper and pencils, since they are no longer needed.
8. Tell the students to move about, saying, "I have \_\_\_\_\_ and I need \_\_\_\_\_." Students will be looking for the articles that fit their needs. For example, the student with the shirt will look for a tie; the student with one shoe will look for the other shoe.
9. As you see students finding their match, or mate, stop the process. Ask each student to repeat what he/she has and what he/she needs. Expand here with third person questions, as well.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Can or Could

CODE: Lis/sp

CONTRIBUTOR: Anita Paradowski, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 8-10 min.

PURPOSE: To drill the differences of the two tenses: can and could

MATERIALS: An object which can be wrapped, folded, stretched, rolled or otherwise moved around in interesting ways, e.g., a baseball, lengths of rope, ribbon, twine, string, wire, various handtools

PROCEDURE:

1. Give an object to a student. Ask the class to ask that student, "What can you do with this now?" The student with the object must improvise, "I can wrap it around my books; I can put it under my desk."
2. The student who answers then hands the object to another student, asking the question again. The other student should answer appropriately.
3. Proceed for a few minutes with different objects.
4. Then change the question to: "What could you do with this if you had it at home?" This is taken to mean in other circumstances. Students may now answer, "I could fill it with flowers" or "I could pound nails with it" or "I could tie up a package with it."
5. Proceed with this tense for a few minutes more.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Modals: Could (possibility);  
Should (advisability)

CODE: Lis/Sp/Wr

CONTRIBUTOR: Helene Becker, ESL Instructor, Hartford Public Schools, Hartford, CT

LEVEL: Advanced

APPROX. TIME REQ.: 30 min.

PURPOSE: To introduce or to review orally the use of could to express the idea of possibility and the use of should to express the idea of advisability

MATERIALS: Chalkboard

## PROCEDURE:

COULD

1. Prepare an imaginary short story about a person who is faced with a decision. It is best to choose a person your students know (e.g. you or another teacher). The following story may be adapted to tell about one of the teachers in your school:

"Your teacher, David Brown, was reading his newspaper at home when the telephone rang. It was Betty, an old high school girl friend whom he hadn't seen for ten years. She was going to be in town for only one day and wanted to see him tonight. David already had made a date with Sue, his fiancée, but this was his only chance to see Betty again. He decided to cancel his date with Sue and go out with Betty. He called Sue and told her he wasn't feeling well and didn't want to go out tonight. Sue became angry and hung up the phone.

Shortly afterwards, David and Betty were having dinner at a nice restaurant. Suddenly, David looked up and saw Sue and one of her girl friends entering the restaurant. At this moment, what could David do? What were his possible actions?"

2. Before telling your story to the students, introduce any difficult vocabulary words, e.g. (from this story), fiancée, chance, cancel, suddenly.
3. Then, read the story to your class. When you finish, suggest some of David's possible actions and list them on the chalkboard, beginning each sentence with the words He could. To insure the comprehension of the word could, stress that these are some of David's possible actions.
4. After two or three sentences are on the chalkboard, students will probably get the idea and start making their own suggestions. Continue to list these on the chalkboard. The list might look like this:

He could hide under the table.

He could go to the bathroom.

He could run out of the restaurant.

He could faint.

He could invite Sue and her girl friend to join Betty and him.

He could do nothing and hope that Sue doesn't see him.

(Over)

SHOULD

5. After all the possibilities the class can think of are listed on the chalkboard, state the following:

"Now that we see all of David's possible actions, what do you think he should do? What advice to you want to give him? In my opinion, he should \_\_\_\_\_ (state your opinion) because \_\_\_\_\_ (state your reason). What is your opinion?"

To insure comprehension of the word should, stress that now we are giving David advice about what to do.

6. Have each student make a statement starting with the words He should and then explain his/her reason for offering that advice.
7. For homework, have students write some of Sue's possible actions in the restaurant. Student lists might include these:

She could go over to David's table and slap him.

She could go over to David's table and scream at him.

She could leave the restaurant.

She could ask the waitress for a pie and throw it in David's face.

She could ask the waitress for a pie and throw it in Betty's face.

The next day, have students read their lists aloud. Write their suggestions on the board. Then follow steps 4 and 5 above, this time offering advice to Sue.

8. Step 6 above can now be repeated for Betty's possible actions.

**SUBJECT AREA:** ENGLISH STRUCTURE

**TOPIC:** Anonymous Opinion

**CODE:** Lis/Sp/Re/Wr

**CONTRIBUTORS:** Anita Paradowski, ESL Instructor, Grossmont Adult School  
Margie Van Gessel, Instructional Aide, Grossmont Adult School,  
La Mesa, CA

**LEVEL:** Intermediate/Advanced

**APPROX. TIME REQ.:** 20 min.

**PURPOSE:** To provide practice for students in composing sentences with appropriate English structure and to motivate them to relate their own experiences, feelings, and opinions

**MATERIALS:** Chalkboard; 3x5 cards or blank paper

**PROCEDURE:**

1. Place students in groups of three. On the chalkboard, write two sentences which ask for the students' personal opinions and/or feelings.
2. Depending on the level of the class, the teacher may want to complete these in several different ways to make sure that the students understand what kind of sentences they are.

Example: I remember the day that I came here.

3. Then the teacher erases the sample, and writes the following with blanks:
  - a. I'll never forget the time that I \_\_\_\_\_
  - b. I remember the day that I \_\_\_\_\_
  - c. I would like to learn how to \_\_\_\_\_
  - d. I would like to be able to \_\_\_\_\_
  - e. I am always happy when \_\_\_\_\_
  - f. I am sad when \_\_\_\_\_
4. Next, each student receives a 3x5 card. (This keeps the activity anonymous.) After students have completed whichever two sentences the teacher has written on the board; the teacher or aide collects all the cards and re-distributes them at random. Sentences are numbered #1 and #2. Students are told not to show if they know whose card they have.
5. Each person reads the card to the other two members of his group. Then the group picks a favorite #1 and #2, not necessarily from the same card, and one "reporter" from each group reads these to the class.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Word Order

CODE: Sp/Wr

CONTRIBUTOR: Helen McCully, ESL Instructor, Neighborhood Centers Adult School, Oakland, CA

LEVEL: Beginning

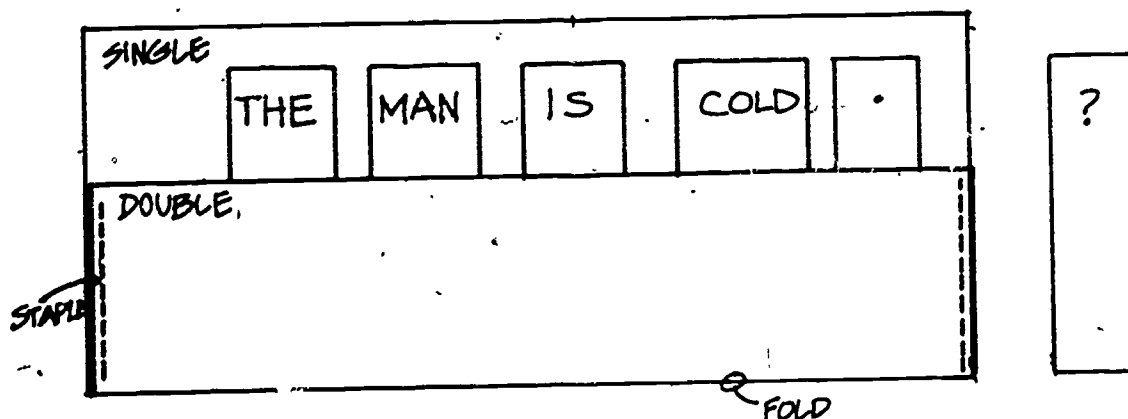
APPROX. TIME REQ.: 15 min.

PURPOSE: To present visually the word order for sentences and questions

MATERIALS: Pocket chart or chalkboard

PROCEDURE:

1. With a large pocket chart tacked to a bulletin board, demonstrate the changing word order from questions to answers or the correct word order in a declarative sentence. The pocket chart is made of light-weight cardboard, folded, and stapled along the sides. On a separate card, print each word in the sentence or question. Print the word at the top of the card so it is visible when the card is slipped into the pocket chart.
2. Prepare cards with question marks, periods, additional words, such as CAN, NOT, DO. Put letters that will move or be removed on separate cards, such as HE WALKS. DOES HE WALK?
3. Move the words in the pocket chart to demonstrate changing word order: THE MAN IS COLD. to IS THE MAN COLD?
4. Students may practice with individual charts at their desks. A piece of light weight cardboard, 8½x11, folded and stapled, works well.
5. Words may be grouped on cards and arranged in proper order: BOUGHT MARY TO WEAR TO A PARTY YESTERDAY A GREEN DRESS AT BRONSON'S DEPARTMENT STORE
6. The cards may be color-coded for nouns, verbs, etc.
7. This technique may be used on the chalkboard, with each student coming up to the board to make a new change of word order or construction.



## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Review of Word Order of Sentences

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Marilyn Appelson, Coordinator of Project VITALL, Oakton Community College, Morton Grove, IL

LEVEL: All levels

APPROX. TIME REQ.: 15 min.

PURPOSE: To provide students with the opportunity to try different combinations of word order

MATERIALS: Pictures; small plastic sandwich bags; small pieces of cards, with one word of each sentence pattern on each card and the punctuation on separate cards for each mark of punctuation

## PROCEDURE:

1. On small pieces of cards, print or type the words of a sentence pattern to be reinforced. Place just one word on each card, the punctuation on a separate card. The sentences can be as complex or as simple as the students can handle. It works best when two students work together.

Examples:

He	works	in	a	factory	
----	-------	----	---	---------	--

Should	I	pay	the	rent	every	month	?
--------	---	-----	-----	------	-------	-------	---

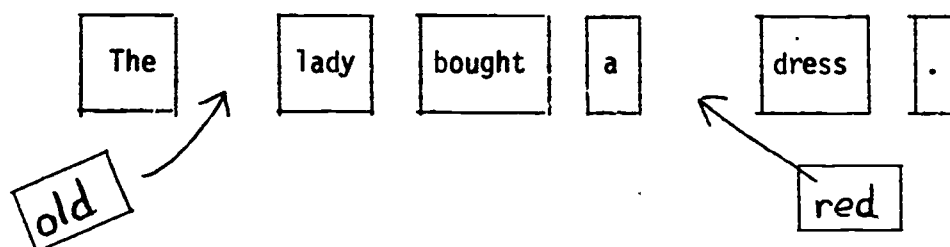
2. Place the cut up word cards for each sentence in a small plastic sandwich bag, one sentence to a bag. Give each student or each pair of students a few sentence bags to work with.
3. Variations:
  - a. Give each student or every two students a picture from a magazine, and have them write an appropriate sentence for the picture. After the sentence is checked, each word can be placed on a separate card and all the cards placed in a small plastic bag. The picture and the corresponding cut-up sentence can then be used by other students.

The	man	is	carrying	a	box	.
-----	-----	----	----------	---	-----	---

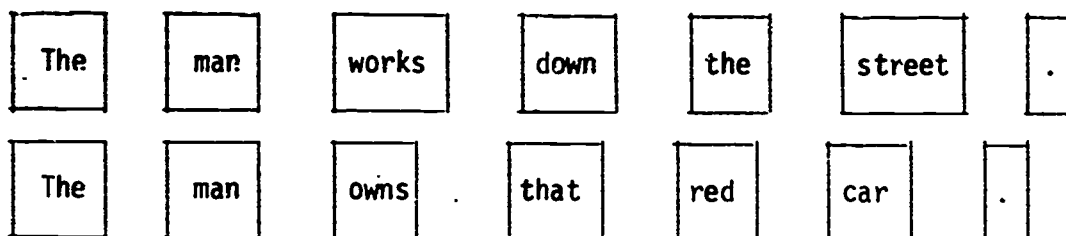
- b. For advanced students, include in the plastic bag of components of the one sentence an extra verb or preposition or noun. Have the students make their sentences and show which word they could not use. Why couldn't the word be used? Could the extra word be substituted for another word in the sentence?



- c. Using the same cut-up sentence, have a box of adjectives that students can pick from and place in the appropriate place in their sentence.



4. For added practice with imbedded clauses, give the students the cut-up words for two sentences in a small plastic bag, and let them construct one sentence. The students will also have to give the appropriate missing word that establishes the grammatical relationship.



The man who works down the street owns that red car.

5. All word cards from the sandwich bags can be put in a small box. When students arrive early, they can participate in this activity individually.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Narrative Essay

CODE: Lis/Sp/Re/Wr

REPORTER: Thelma L. Borodkin, PhD, Lecturer/Academic Skills/SEEK, Lehman College,  
City University of N.Y., Bronx, NYLEVEL: All levels, level of applicability APPROX. TIME REQ.: 50 min.  
based on difficulty of sample chosenPURPOSE: To give students experience in the making of linguistic choices,  
thus tapping and expanding their knowledge of syntax, morphology  
and vocabulary; to give students an opportunity to work together  
and use each other and English in a substantive wayMATERIALS: A reading selection adapted to a Cloze procedure, e.g., deletion  
of every fifth word (See sample, below.)

## PROCEDURE:

1. Students are placed in heterogeneous groups to facilitate their acting as peer tutors; thus, a mixture of stronger and weaker students assists the learning process of all students. Students are instructed to read the entire selection to themselves first. Then they are to go back and fill in each blank with one appropriate word.

## Sample Cloze Procedure:

One day, a student \_\_\_\_\_ another country came to \_\_\_\_\_ school and enrolled in \_\_\_\_\_ English class for beginners. \_\_\_\_\_ he came to class \_\_\_\_\_, and he was always \_\_\_\_\_ time. He listened carefully \_\_\_\_\_ repeated each sentence often \_\_\_\_\_ that he would learn \_\_\_\_\_ speak well. The other \_\_\_\_\_ from his country wanted \_\_\_\_\_ speak their own language \_\_\_\_\_ him before the class \_\_\_\_\_. But he insisted on \_\_\_\_\_ only English for practice \_\_\_\_\_ everybody, including his friends. \_\_\_\_\_ he is able to \_\_\_\_\_ a job in our \_\_\_\_\_ and to earn the \_\_\_\_\_ to support his family \_\_\_\_\_. We are all very \_\_\_\_\_ about his success. RPC

2. The teacher walks around to each group giving helpful cues, where needed, but not giving any answers. Students discuss their choices among themselves and decide on appropriate ones. The teacher also has an opportunity to monitor discussions and thus determine how well students have acquired the information on language.

3. When students have completed filling in the blanks, a regular semi-circle maybe resumed. Then they go over the passage, taking turns reading one completed sentence at a time. Any appropriate choice is acceptable, thus facilitating the students' vocabulary development. Troublesome areas, e.g., ed endings, are carefully checked. Students are then instructed to rewrite the selection in their own words for homework.
4. Variation: the teacher might omit the conclusion of the selection and have students write their own endings. This sharpens students' awareness of the clues present in the selection and enables them to use those clues in the writing of a logical conclusion. Heightened awareness of clues and the ability to identify them are important transferable skills.

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SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: "Continuous Rods",  
a story-creating technique

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Susan Barduhn, Instructor, The Language Center, Nairobi, Kenya

LEVEL: All levels

APPROX. TIME REQ.. 45-60 min.  
first day  
30 min. second day

PURPOSE: To use the language spontaneously in a controlled situation;  
to create one's own oral materials; to reinforce correct usage

MATERIALS: Cuisenaire rods

PROCEDURE: N.B. "Continuous Rods" is the name used to describe an activity which borrows elements from Community Language Learning (CLL) and Silent Way (SW). CLL focuses on language and content originating from the students as a group, or community. SW provides a method of correction which keeps the language flowing from the students, with as little interference from the teacher as possible.

Fundamentally, the technique is only a variation on the continuous story theme, in which each student must repeat the whole story created up to his turn before making his own addition. Rods are used to illustrate each new piece of information, thereby serving as memory aids. Their tangibility also enhances the relaxation caused by a feeling of playing. (See samples, below.)

#### PROCEDURE:

1. Presentation: The teacher gives an example by going through three or four possible lines, such as: "Once upon a time there was a tree." The teacher then places one green rod on the floor or table around which the students are circled. The teacher then repeats the first line, adds a new piece of information: "Once upon a time there was a tree which had no leaves," and places several brown rods at one end of the green rod, showing bare branches. A third utterance could be: "Once upon a time there was a tree which had no leaves. The tree started crying." A blue rod could symbolize tears.
2. Implementation: The table is cleared of the teacher's example, and a volunteer begins a new story. Should an original statement contain incorrect grammar, vocabulary or pronunciation, and it is not immediately corrected by one of the other students, the teacher can use the fingers of one hand to represent each word in the utterance and thereby silently point out the word which needs help. If no one is able to help, the teacher will say the correct word once only. Thereafter, the teacher is a member of the class and may choose to "spice up" the action or bring out more sophisticated grammar during his/her turn. However, the teacher should remain as much in the shadows as possible, listening intently. Sentence consolidation resulting in a more graceful flow, is permitted.

(Over)

but changes in the story line or production of incorrect grammar should be referred back to the original student who created the utterance in question. The story continues until a logical ending has been reached or the length becomes too unwieldy. At that time, the teacher may suggest that someone create a conclusion.

3. Follow ups: Leaving the rods in place, the students then return to their desks and write up the story, each student dictating his own sentence in turn. This may be done easily within the same hour that the story is created.

The next day the teacher brings in copies of the story typed as a Cloze exercise. The missing words may be verbs, or a consistent grammar element which the students are presently studying or with which they have problems. The students may fill in the blanks with anything logical and grammatically correct, not necessarily the original utterances. Afterwards, all possible answers are listed on the board and discussed.

4. Variations: This activity is a good indicator of the strengths and weaknesses of the individuals and of the class as a whole. A grammar problem may have been revealed in the process; therefore, the story may be used to enhance further grammar lessons. Inversely, the technique may have been introduced originally to practice one particular grammar point: if the class is studying relative clauses, for example, the instructions could include a request to try to use THAT, WHICH or WHO in each sentence. This technique could be used as a reinforcement for a previously learned unit of vocabulary. It could be used in oral testing, since even shy students are thus required to do a great deal of talking.

#### Sample Stories:

##### 1. Beginning Levels

This is Gino. This is Liz. This is a kitchen. They're cleaning the kitchen and the table. They're using Marv. This is my friend. Gino is cooking a codfish. Gino burns himself.

This is a street. Liz calls an ambulance. The ambulance takes Gino to the hospital. Liz goes to visit him in the hospital. Gino says, "Hello!" from his bed.

##### 2. Past Tenses

Once upon a time there \_\_\_\_\_ a bear walking in the woods, \_\_\_\_\_ to find her cub. The cub \_\_\_\_\_ Hide and Seek with a friend, and it \_\_\_\_\_ the friend's turn to be It. Suddenly an old woman \_\_\_\_\_ by with a bag of honey.

Night \_\_\_\_\_ and the bear \_\_\_\_\_ to ask for help from a friend. Meanwhile, the old woman \_\_\_\_\_ the cubs and \_\_\_\_\_ them into the bag of honey. The old woman \_\_\_\_\_ them to her house in the mountains and \_\_\_\_\_ them in a cage.

During that time the bears \_\_\_\_\_ the honey and \_\_\_\_\_ towards the cottage. On their way they \_\_\_\_\_ a doll which the cub \_\_\_\_\_ before the old woman \_\_\_\_\_ them. Now she \_\_\_\_\_ sure where the cub \_\_\_\_\_, and she \_\_\_\_\_ to the old lady's house. She \_\_\_\_\_ them and \_\_\_\_\_ very angry with the old woman, but \_\_\_\_\_ anything to her.

3. Uses of: so/such/such a/enough/very

It was \_\_\_\_\_ dark that everyone was afraid. There were \_\_\_\_\_ many people in the house that there was not \_\_\_\_\_ room for anything else. Outside it was \_\_\_\_\_ dark, and a vampire was waiting. The house was \_\_\_\_\_ hot that some of the people began to leave. A fairy appeared

The house was \_\_\_\_\_ hot that it burned up. The fairy was \_\_\_\_\_ good person that she helped all the people escape. It started to rain, and there was \_\_\_\_\_ water to wash out everything, but Ding Dong was \_\_\_\_\_ superhuman that she escaped. Unfortunately Ding Dong was not clever \_\_\_\_\_ to realize that the rain would come again, and she was washed down the river with the rest of the people.

Everything was destroyed, and a new world was created. The only bird was \_\_\_\_\_ lonely that it began to cry. This world was \_\_\_\_\_ new that everything from before was forgotten. The bird cried \_\_\_\_\_ loudly that birds from another planet came to give it a hand. The birds were \_\_\_\_\_ happy to have a planet without human beings that they wrote a bird constitution, but there was \_\_\_\_\_ much pollution from the former world that everything died.

4. Direct/Indirect Speech

Once upon a time there were two crazy men, and one of them was carrying a stick. They were talking together, but they couldn't understand each other. One was speaking French and insisting he was Napoleon. The other one said that he was Lord Nelson. He was speaking English.

Lord Nelson said, "I don't believe you are Napoleon." So Napoleon showed Lord Nelson his white horse. On the horse was Josephine. Then Lord Nelson showed his fleet. While they were arguing, an old man came and said they were both crazy. The heroes answered, "We are not crazy. We are generals." All three started fighting and knocked each other down. Just then, one of Lord Nelson's ships fired at the white horse and knocked Josephine off. The old man exclaimed, "I believe you now!" Then the doctor from the hospital came and took them all away.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Forming Statements and Questions

CODE: Lis/Sp/Re

CONTRIBUTOR: Ann Berman Ullman, Coordinator of ABE, Whittier Adult School,  
Whittier, CA

LEVEL: Beginning

APPROX. TIME REQ.: 20 min.

PURPOSE: To learn to put the verb first in changing a simple statement to a question

MATERIALS: Paper plates

PROCEDURE:

1. Write sentences on the plates, with one word on each plate. Put question marks on one side of several plates and periods on the other side.
2. Give each student a word or punctuation mark. Form groups of as many words as it takes to form a sentence.

Example: Sam is a carpenter:

(4 words plus period = 5 items or persons)

3. a. Tell the five students holding the above to form a sentence (a statement).  
b. Tell them to change the statement to a question.
4. The class watches as the members of each group arrange themselves to form statements and questions.
5. Variation: Race for "time" or points on forming items fast and accurately.



## SUBJECT AREA: ENGLISH STRUCTURE

- TOPIC: Asking and Answering Comprehension Questions CODE: Lis/Sp/Re
- CONTRIBUTOR: Donna Ilyin, ESL Counselor, Alemany Community College Adult Center,  
San Francisco, CA
- LEVEL: Beginning/Intermediate, APPROX. TIME REQ.: 40 min.  
level of applicability depending  
on difficulty of selection chosen
- PURPOSE: To practice forming and answering comprehension questions; to drill  
listening comprehension
- MATERIALS: Chalkboard; listening or reading selection; deck of cards
- PROCEDURE:

1. Choose an appropriate selection for listening or reading, or work with the class to create a story about an event, a picture, a series of pictures, or a common experience.
2. Elicit comprehension questions about the material from the students, encouraging all to contribute. Write these questions on the chalkboard, and number them.

## Examples:

- a. What was \_\_\_\_\_ trying to do?
- b. Where was she?
- c. How \_\_\_\_\_?
- d. Who \_\_\_\_\_?
- e. Is \_\_\_\_\_?....etc.

Use interrogative words and auxiliary verbs appropriate to the level of your class.

3. From a deck of cards, remove the face cards. Shuffle well. Then hold up a card so that a student but not the teacher sees the number. The student will ask the teacher the question with that number, and the teacher answers.
4. After students practice asking questions, switch roles and have individual students answer without looking at the cards.
5. Then have various students hold cards, some asking and others answering questions without seeing the cards.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Indirect Statements and Questions:  
Steps I, II, III

CODE: Lis/Sp

CONTRIBUTOR: Gretchen Bitterlin, ESL Instructor, North City Community College  
Adult Center, San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 25 min.

PURPOSE: To introduce and illustrate indirect statements and questions  
in a situational format

MATERIALS: Strips of 2x8 paper; chalkboard

PROCEDURE: Step I

1. Write the following sentences on separate strips of paper:

- a. I am busy.
- b. It is cold.
- c. I have a notebook.
- d. I don't have any change.
- e. I will pay for the book.
- f. I can sing.
- g. I have already eaten lunch.

2. Pass out the strips of paper to seven different students.

3. Ask each student a question that will elicit the answer on his/her strip of paper, e.g., T - Are you busy?  
S - Yes, I am busy.

4. After the student answers the question, the teacher asks the rest of the class:

Teacher: What did he say?

Class should respond: He said that he was busy.

5. In order to guide the students in making the appropriate transformations, the teacher might write a simple chart on the board, such as the following:

"I am busy."  
He said that he was busy.

am, is - was  
are - were  
talk - talked  
eat - ate  
will - would  
can - could  
have - had

6. The above procedure can be used to teach indirect questions, as well.

7. Each student has a strip of paper with a question on it, such as the following:

- a. Are you busy?
- b. Is it cold outside?
- c. Do you have a dime?

8. The teacher asks each student to read the question to the class.

9. After the student asks the question, the teacher says,

Teacher: What did he ask?

Class: He asked if I were busy.

10. Yes/no questions should be separated from Wh-questions in this exercise. Wh-questions should be done another day.

11. Now proceed to Step II on this day or on a subsequent day.

#### PROCEDURE: Step II

- 1. Divide all the students into pairs.
- 2. Give each person a ditto that looks like the following:

First person: Are you busy?  
 Second person: What did you ask me?  
 First person: I asked you if you were busy.

- 1) Are you busy?
- 2) Do you have a dime?
- 3) Does it rain in San Diego?
- 4) May I borrow a pencil?
- 5) Will you buy a car next year?
- 6) What time is it?
- 7) When do you come to school?
- 8) What time do you get up in the morning?

- 3. The first person asks the second person one of the questions on the ditto.
- 4. The second person pretends he does not hear the question and always asks, "What did you ask me?"
- 5. The first person says, "I asked you if..."
- 6. The teacher circulates in the classroom, listening to the students.
- 7. Since the pattern for yes/no indirect questions is different from that of Wh- questions, the teacher might not want to mix yes/no questions and Wh- questions on the same ditto until the students have practiced both patterns thoroughly.

(See next page.)

8. Now proceed to Step III on this day or on a subsequent day.

PROCEDURE: Step III

1. Divide the students into groups of four.
2. Give each student a ditto that looks like the following:

First person: How are you?  
Second person: I'm fine.  
Third person: What did he/she say?  
Fourth person: He/she said that he was fine.

- a. How are you?
- b. Are you busy tonight?
- c. Are you working now?
- d. Do you like coffee?
- e. Can you drive a car?
- f. Will you come to class tomorrow?
- g. Have you eaten dinner yet?

3. The first person in each group asks the second person each question on the list.
4. The second person in each group answers the question.
5. The third person pretends he did not hear the response and always asks, "What did he say?"
6. The fourth person always answers with the indirect pattern, "He said that he....."
7. After one group has modeled the procedure, the students understand and proceed. The teacher is free to circulate among the groups to listen to the students' responses.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Review of Question Forms

CODE: Sp/Re/Wr

CONTRIBUTOR: Linda Mendez, ESL Instructor, Mt. Diablo Adult School, Concord, CA

LEVEL: All levels, after writing has been introduced APPROX. TIME REQ.: 30-40 min.

PURPOSE: To review orally and in writing the formation of questions, and then to practice written answers, making sure that question and answer agree in tense

MATERIALS: Paper

PROCEDURE:

1. Ask each student to put his/her name at the top of a piece of paper. Collect the papers.
2. Divide the class into groups of three. Pass out the papers with names, making sure that the papers for each group do not bear the names of persons in that group.
3. Have each group create three questions for each paper held by the group. No papers should be given the same questions.

Example:

One paper:  
Where are you going?  
When are you going?  
How are you going?

Another paper in the same group:  
What are you doing?  
Why are you doing this?  
How often do you do this?

During the process, the students of each group will help each other to form questions that are correct. The teacher also circulates to assist and to correct.

4. After 10-12 minutes, all papers should have three different questions on them. Now collect the papers, giving each to his/her owner by name.
5. Now give the students 10-12 minutes to write an answer to each of the three questions.

Variation for step 5: call on students, one at a time, to read aloud and reply orally to each of the three questions. This oral activity can also be done in groups of three in order to save time.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Informal Evaluation of Peer-Initiated  
Question and Answer Forms

CODE: Lis/Sp/Re

CONTRIBUTOR: Karen Malmstrom Eckhart, ESL Instructor, San Diego Community College  
District, San Diego, CA

LEVEL: Beginning (Procedure can be  
adapted for other levels )

APPROX. TIME REQ.: 10-20 min.

PURPOSE: To make an informal assessment of retention and accuracy of  
previously taught language structures; to reinforce students'  
listening comprehension and oral production of previously learned  
material through peer communication; to increase awareness of each  
other's names

MATERIALS: Chalkboard

PROCEDURE:

1. Appoint the class president or other regularly attending, able student to be the official "Questioner" for a period of four to eight consecutive class sessions.
2. Have the Questioner come to the front of the class to ask as many questions as he/she can of individuals for five minutes. (The goal for this part of the activity is peer communication with no verbal interference from the teacher.) The teacher records student responses in whole answers on the chalkboard, making a mental note of specific inaccuracies to be reviewed or retaught later.

Example:

Students communicate:	Teacher writes on board:
Questioner: Rosa, where are you from?	
Rosa: Chile.	1. I'm from Chile.
Questioner: Thank you.	
Helene: what's Ina's last name?	
Helene: I don't know.	2. I don't know.
Questioner: Ask her. (Helene asks Ina.)	
Helene: Valencia.	3. Her last name is Valencia.
Questioner: Thank you.	
Mohamad, how many children do you have?	
Mohamad: One children. (for later drill) (for correction)	4. I have one child.

3. When five minutes are up, thank the Questioner. Note the number, quality or other improved characteristic of the questions. One-word answers are acceptable, but on subsequent days of this activity the teacher should encourage (insist upon) complete utterances.

4. Now lead the class in a quick look-listen-read practice of the responses written on the chalkboard.
5. Solicit from individuals the appropriate question for each response. Conduct a brief group repetition of each question and answer pair.
6. Then divide the class in half. Have one half recall and ask questions; have the other half read answers from board. Repeat, switching roles.
7. To conclude activity, erase one answer at a time in random order asking students to ask you the appropriate question as you erase. Then answer each question orally.

Note: This activity can be a highly motivational feature of each session's warm-up period. The "record the answer, recall the question" format lends itself to endless applications. Periodic peer questioning (pre-determined short spans are most effective) reveals strengths, as well as weaknesses, and content areas, which are of most interest to students.



## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Use of "So do I"/ "Neither do I"  
and Question Formation

CODE: Lis/Sp

CONTRIBUTOR: Alice J. Stiebel, ESL Instructor, Sequoia Adult School,  
Redwood City, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 45 min.

PURPOSE: To practice using specific structures in conversation with other students

MATERIALS: Chalkboard; paper

## PROCEDURE:

1. Teacher orally reviews some positive and negative statements, such as:  
I like chocolate. I don't smoke. I speak Spanish.
2. The teacher asks questions about the statements, such as:  
Do you like chocolate? Do you smoke? Do you speak Spanish?
3. The teacher asks individual students the question. If the first person answers no, the teacher continues to someone else until an affirmative response is made. Then the teacher writes the statement on the board, such as:  
Alex likes chocolate, and so do I.
4. The teacher uses the same procedure with a negative statement, aiming for a negative response. When a correct negative response is made, the teacher writes the statement on the board, such as:  
Enriqueta doesn't smoke, and neither do I.
5. The students are then told to write down two things that they like or do and two things that they do not like or do. The teacher refers to the examples on the board.
6. Then each student gets up from his chair and walks around the class, looking for someone who likes or does the same thing. He does this by asking, "Do you like \_\_\_\_\_?" or "Do you \_\_\_\_\_?"
7. When the student finds someone who answers affirmatively, he writes that person's name in a sentence in the AND SO DO I form. Each student writes two positive and two negative sentences. The teacher will need to participate in the activity in order to encourage the students to circulate and to communicate.
8. While the students are doing this, the teacher moves around the room to encourage, listen, and help with sentence writing as necessary.
9. As they finish, students may write their sentences on the board for group discussion and corrections.
10. This procedure may be used with DOES, TOO and DOESN'T, EITHER, as well as past and future tenses of these forms.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Formation of Questions and Responses  
with the Verb to be and Practice with  
Certain Prepositions

CODE: Lis/Sp

CONTRIBUTOR: George Keeler, Coordinator of General English, Universidad de las  
Americas, Cholula, Puebla, Mexico

LEVEL: Beginning/Intermediate

APPROX. TIME. REQ.: 30 min.

PURPOSE: To review orally and reinforce through oral, visual, and  
listening activities student mastery of question formation and  
responses with the verb to be in the present tense, and the use of the  
prepositions on, in, behind, in front of, and under

MATERIALS: Chalkboard

PROCEDURE:

1. The teacher draws on the chalkboard a large square or rectangle to represent a picture frame.
2. The teacher then tells the students that he/she has a picture in his/her head and that they must ask questions to identify what is in the picture and where it is located. As the students will correctly identify the items and their location, the teacher will draw these within the frame.
3. The teacher next tells the students the total number of people, animals, and inanimate objects in the picture. These numbers and categories are written on the chalkboard as a reminder to the students.
4. The teacher then gives a few example questions, such as: "Is there a house?" "Where is it in the picture?" "Is it big or small?"
5. Each student takes a turn asking a question. This process is repeated until the picture has been drawn. If a student repeats someone else's question or does not have one formulated, the teacher goes on to the next student. If a student asks a yes/no question, the teacher responds yes or no but draws nothing into the frame until the student has correctly located where the object belongs.
6. After the picture is completed, the teacher may ask the group some questions about drawing, first for choral response, then with individuals, and finally with selected students to ask questions of the group.

Note: The teacher must not make the drawing too complicated and must include some objects in, on, behind, in front of, and under other objects. It is a good idea for the teacher to have already drawn the picture on a piece of paper in order to prove to the students that, completed, the picture on the chalkboard was the picture the teacher had in mind.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: What Do You Do? (Occupation)

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Jean Stroud, ESL Instructor, Eureka Adult School, Eureka, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20 min.

PURPOSE: To drill a very common structure in American English; to review common occupations; to add a new, related vocabulary

MATERIALS: Dittoed materials

PROCEDURE:

1. Make a ditto in the manner suggested below, adding structures or words most students know.

WHAT DOES HE DO?  
SHE  
DO YOU

What is his job, occupation, profession?  
her

Question: 1. What did he say? Answer: He said, "\_\_\_\_\_."

Question: 2. What DOES HE DO? Answer: He is a \_\_\_\_\_.

A "Open your mouth wider, please." _____	B "This is funny business. I keep everyone laughing." _____	C "Watch out! The tree is falling down." _____	D "I'm sorry to say this, but I think you are crazy." _____
E "I wear costumes and make-up on the job." _____	F "I really like to be out of this world." _____	G "Smile... Smile..Smile.. all I do is smile for the camera." _____	H "Are you ready for another beer?" _____
I "I'm so seasick I could die" _____	J "Ooops! I cut your hair a little too short!" _____	K "Here I am, under the car again." _____	L "Diamonds are a girl's best friend." _____

1. Lumberjack
2. Mechanic
3. Clown

4. Jeweler
5. Sailor
6. Model

7. Bartender
8. Psychiatrist
9. Actor

10. Astronaut
11. Dentist
12. Barber

(Over)

2. Give the students four or five minutes to look over the page and to fill in the answers as they can. Move about the room to assist. This gives advanced students a chance to work well and fast.
3. When all the students have completed the exercise, point to square, to letter C, for example, and ask the question:

Teacher: What did he say?

Class: He said, "Watch out! The tree is falling down."

Teacher: What does he do?

Class: He is a lumberjack.

Note: "What does he do?" is a question which needs repetitious drill to re-inforce what it means.

4. Next, indicate a particular square and have two students continue the exercise. For example, letter F.

Student A: What did he say?

Student B: He said, "I really like to be out of this world."

Student A: What does he do?

Student B: He is an astronaut.

Note: It is very important to indicate clearly what the correct profession is by putting it on the board by the correct alphabet letter and by checking all the slower students for the correct answer written in each square so that they have an accurate paper to study at home.

5. Variations:

- a. This exercise is often done as a "mixer" at the beginning of class, but it can be done in depth with small groups.
- b. An advanced group can use the same exercise, writing each of the quotations as an indirect statement. For example: "She said that she wore costumes and make-up on the job."

N.B. In many cultures, asking a direct question: "What do you do?" is considered a serious rudeness. That the question is common in American English may have to be clarified.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Question Practice:  
What, Where, Is/Are, Is there/Are there

CODE: Lis/Sp/Wr

CONTRIBUTOR: Marnina Elci, ESL Instructor, IOEP Program, San Diego Community  
College District, San Diego, CA

LEVEL: All levels

APPROX. TIME REQ.: 60 min.

PURPOSE: To practice questions: What, Where, Is/Are, Is there/Are there;  
to review survival vocabulary items

MATERIALS: Dittoed materials (See sample, below.); chalkboard or overhead  
projector

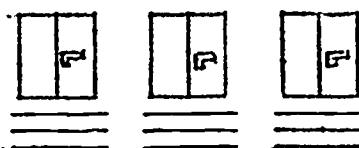
PROCEDURE:

1. Distribute dittos showing nine identical containers, each with three lines underneath where students will write information
  - a) identifying each container and
  - b) giving the items it contains.

Example:

Containers:	Contents:
Refrigerators	food items
Garages or cabinets	tools
Bedroom closets	clothing
Medicine chests	medicines and cosmetics

SUPPLY CABINETS



2. Dictate an identifier for each container, which the student writes on the top line under the container.

Example:

Teacher: The cabinet in the upper right is gray. Write gray.

Teacher: The cabinet on the bottom on the left has a broken door. Write broken door.

Possible identifiers: colors: gray, black, etc.

location: in the back of the room, next to the window, etc.

noun phrases: broken door, scratched paint

possessives: Jose's, the foreman's, etc.

3. Have the students check their work by your asking questions and by your filling in the correct identifiers on transparency of the drawing or on the chalkboard.

Examples:

Teacher: Which cabinet is gray?

Students: The cabinet in the upper right.

Teacher: Describe the cabinet on the bottom on the left.

Students: It has a broken door.

(Over)

4. If using more than one kind of identifier, drill the place of the identifier in the answer to "Which cabinet is this?"

Example:

Teacher: Which cabinet? (pointing to one)

Students: The gray cabinet.

The cabinet in the back of the room.

The foreman's cabinet.

5. Dictate previously taught survival vocabulary items as contents of containers. Students write the items on the second and third lines under the appropriate container.

Example:

Teacher: There is a saw in the black cabinet.

Teacher: There are two red wrenches in the cabinet with the broken door.

Students write saw and two red wrenches in appropriate places.

6. Model and ask students questions using one or several possible question structures.

Example:

Teacher: Where is the wrench?

Student: It is in the cabinet with the broken door.

Teacher: What is in the gray cabinet?

Student: There is a hammer in the gray cabinet.

Teacher: Is the saw in the cabinet next to the window?

Student: No, it is in the black cabinet.

Teacher: Are there any pliers in the foreman's cabinet?

Student: No, there aren't. The pliers are in the brown cabinet.

7. Direct the students to ask each other similar questions.

8. Follow-up Activities:

Pair-practice Game: Students are each given two identical dittoed copies with the identifiers written in. However, the contents of the containers are not written in.

Example:

SUPPLY CABINETS		
<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 80%; position: relative;"> <span style="position: absolute; right: 10px; bottom: 10px; font-size: 2em;">r</span> </div>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 80%; position: relative;"> <span style="position: absolute; right: 10px; bottom: 10px; font-size: 2em;">r</span> </div>	<div style="border: 1px solid black; width: 80%; margin: 0 auto; height: 80%; position: relative;"> <span style="position: absolute; right: 10px; bottom: 10px; font-size: 2em;">r</span> </div>
<u>black</u>	<u>bent handle</u>	<u>brown</u>
_____	_____	_____
_____	_____	_____

On the chalkboard, make a list of items to be used as contents. Have the students fill in the items, in random order, on one of the dittoed copies, leaving the other copy blank. One student tries to complete his blank ditto copy with the same contents in the same places as on his partner's filled-in sheet, by asking questions and writing in the items.

## Example:

Student 1: Where is the wrench?

Student 2: In the cabinet with the broken door.

Student 1: What is in the black cabinet?

Student 2: The saw.

After finishing, Student 1 checks his sheet against Student 2's. Then the partners switch, with Student 2 trying to fill in his blank copy to match Student 1's randomly filled-in copy.

Note: The difficulty of this exercise can be varied by changing the number and the complexity of question words, identifiers, and vocabulary items.

## Example:

question words:      only where?      vs.      What? Where? Is?

identifiers:          the yellow  
                                 cabinet      vs.      the cabinet with the bent handle

vocabulary items:   a saw                      vs.      two pairs of needlenose pliers



## SUBJECT AREA: ENGLISH-STRUCTURE

TOPIC: Adjective Selection and Placement

CODE: Sp/Re/Wr

CONTRIBUTOR: Julia Yoder Jolly, ESL Instructor/Coordinator, Davis Adult School,  
Davis, CA

LEVEL: Intermediate/Advanced, depending on the difficulty of the paragraph chosen APPROX. TIME REQ.: 20 min.

PURPOSE: To practice choosing and placing adjectives in a selected paragraph, the grammatical structures of which are already familiar to the class

MATERIALS: Chalkboard

## PROCEDURE:

1. The exercise expands vocabulary, instructs in the appropriateness of specific adjectives (as in short-vs-brief) and gives the student practice in adjective precedence, where more than one adjective per noun is required.
2. Before class begins, write on the chalkboard a paragraph having some potential dramatic interest. Omit all adjectives, leaving blanks for the students to fill, as in the following example:

The \_\_\_\_\_ man went into the restaurant. He was very \_\_\_\_\_. He looked around for a \_\_\_\_\_ table and noticed one near a \_\_\_\_\_ girl. She looked quite \_\_\_\_\_. He sat down and began to read the menu. Suddenly, feeling very \_\_\_\_\_, he said, "Do you have a match?" She found one in her purse. He felt even more \_\_\_\_\_ when he remembered he didn't smoke! She looked at him with \_\_\_\_\_. He tried to appear \_\_\_\_\_. As he returned the matches, he said, "You are \_\_\_\_\_." "I am also \_\_\_\_\_," she said with a \_\_\_\_\_ smile.

3. Read the story aloud, minus adjectives, reviewing any vocabulary or structural difficulties.
4. Give the students perhaps ten minutes to copy the paragraph, filling in the blanks by choosing their own adjectives to tell a story.
5. Ask one student to fill in the blanks on the board with his adjectives and then read his story aloud. Ask the class to correct any errors of spelling, pronunciation, placement or choice (for example, a brief girl would not be an appropriate adjective choice; the class would correct to short or small).
6. Select other students to read their paragraphs, repeating the same process of correction and discussion.
7. Finish the exercise by reviewing basic rules of adjective precedence, if necessary.
8. If this is not used as a testing procedure, the students may work in pairs.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Sentence Combining

CODE: Re/Wr

REPORTER: Dick Teachout, ESL Coordinator, Hennepin Technical Schools,  
Minneapolis, MN

LEVEL: Intermediate

APPROX. TIME REQ.: 30 min.

PURPOSE: To illustrate noun/adjective relationships; to show how these relationships can be used to create more complex sentences

MATERIALS: Chalkboard and/or handout

PROCEDURE:

1. If you are using handouts, distribute them to the class. Write an example on the chalkboard, e.g., "The man is here." There should be at least ten basic sentences on the handouts. (See sample, below.)
2. Explain to your students that "The man is here." is the basic or simple sentence but that we can include additional information about the man in the sentence. Erase the initial the, and move it to the left. Use the space to write in short, fat.
3. Do the next three or four sentences in the handout in the same way except that the students should be asked to say what is to be added to the basic sentence and where it is to be added.
4. Now have students complete the remaining sentences on the handout individually.
5. When everyone is finished, have each student read all of his complex sentences. Have the class help correct any that are wrong.
6. With sentences 2,3,5,6,7,9, and 10, there is more than one possible combination because the adverbial phrases of time and place can be placed at either the beginning of the sentence or at its end. If adverbs of time and place have already been learned, then the students should be encouraged to use these in sentence combinations.

Example: Sentence Combining

Many times it is possible to combine the ideas of several short sentences into one longer sentence by using the ideas in the shorter sentences as modifiers in the longer sentence. Example:

The man is here.  
The man is short.  
The man is fat.

These can be combined to make the sentence...  
• The short, fat man is here.

(Over)

(Example, continued)

Using this same method, combine the following sets of sentences:

1. The car is green.  
The car is small.  
The car belongs to John.
2. He went to see the doctor.  
He went yesterday.  
He went at 3:00 p.m.
3. The student studies.  
He studies English.  
He studies every night.
4. The man is old.  
The man slipped.  
He slipped on the ice.
5. The man called.  
The man is young.  
He called his wife.  
He called her after work.
6. I get up every morning.  
I have toast and coffee.  
The toast is warm.  
The coffee is black.
7. The car is old.  
It didn't start this morning.  
The car belongs to Kim.
8. John bought a pair of shoes.  
The shoes are new.  
He bought them to wear with his new suit.  
The suit is brown.
9. There is a chair.  
It is orange.  
It is in the corner of the room.
10. There are leaves on the trees.  
The leaves are green.  
They will change color.  
They will do this when winter comes.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Frequency Words

CODE: Lis/Sp/Wr

CONTRIBUTOR: Nancy Essex, ESL Instructor, El Monte Adult School, El Monte, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally and reinforce through oral and written activities mastery of five frequency words: always, often, sometimes, seldom, and never, which have been previously introduced and drilled

MATERIALS: Chalkboard

PROCEDURE:

1. On the chalkboard, draw Chart I, resembling a rollbook, and make the appropriate checks. (See Chart I, on the following page.)

2. Ask the students how often a particular student comes to school.

Example:

Teacher: How often does Gloria come to school?

Student choral response: Gloria seldom comes to school.

Repeat this procedure with all the students on the roll sheet.

3. Following the choral responses, repeat the procedure with individual students.
4. After individual responses, select students to ask the questions of other students. Students may also pair off to exchange questions and answers.
5. After the oral activities are finished, write the sentences on the chalkboard. Have students complete the sentences as a written exercise. Collect and correct the papers.
6. Now draw on the chalkboard a large rectangle divided into eight squares. List the days of the week and the menu for each. Follow the above procedure for Chart II, on the reverse of the following page.

(See next page.)

## Chart I

SUBJECT		9WKS FROM TO																			
MO. DAY		10TH WEEK					11TH WEEK					12TH WEEK					13TH WEEK				
		M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	
1	Alice	✓		✓	✓		✓	✓	✓	✓		✓	✓		✓		✓	✓	✓	✓	
2	Frank		✓	✓				✓										✓			
3	George	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	
4	Gloria	✓											✓						✓		
5	Joe																				
6	John		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	
7	Lisa																				
8	Sonja		✓	✓				✓		✓		✓		✓					✓	✓	
9	Steve	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	
10	Tom	✓		✓			✓	✓					✓	✓				✓	✓		

Always - Often - Sometimes - Never - Seldom

1 Alice \_\_\_\_\_ comes to school.

2 Frank \_\_\_\_\_ comes to school.

3 George \_\_\_\_\_ comes to school.

4 Gloria \_\_\_\_\_ comes to school.

5 Joe \_\_\_\_\_ comes to school.

6 John \_\_\_\_\_ comes to school.

7 Lisa \_\_\_\_\_ comes to school.

8 Sonja \_\_\_\_\_ comes to school.

9 Steve \_\_\_\_\_ comes to school.

10 Tom \_\_\_\_\_ comes to school.

(Over)

<b>MONDAY</b> coffee piece of toast scrambled eggs bacon orange juice	<b>TUESDAY</b> coffee doughnut fried eggs bacon orange juice	<b>WEDNESDAY</b> coffee piece of toast fried eggs bacon tomato juice	<b>THURSDAY</b> coffee piece of toast scrambled eggs bowl of cereal orange juice
<b>FRIDAY</b> coffee piece of toast scrambled eggs bacon orange juice	<b>SATURDAY</b> coffee piece of toast scrambled eggs bacon V-8 juice	<b>SUNDAY</b> coffee doughnut fried eggs bowl of cereal orange juice	<b>MONDAY</b> coffee piece of toast fried eggs bacon orange juice

## JOE'S BREAKFAST

- |                              |   |
|------------------------------|---|
| 1. He _____ drinks coffee.   | 8. He _____ eats cereal.                    |
| 2. He _____ eats toast.      | 9. He _____ drinks orange juice.            |
| 3. He _____ eats doughnuts.  | 10. He _____ drinks tomato juice.           |
| 4. He _____ eats eggs.       | 11. He _____ drinks V-8 juice.              |
| 5. He _____ eats fried eggs. | 12. He _____ eats beans for break-<br>fast. |
| 6. He _____ scrambled eggs.  | 13. He _____ drinks tea.                    |
| 7. He _____ eats bacon.      |   |

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Prepositions

CODE: Lis/Sp

CONTRIBUTOR: Ida J. Lewenstein, ESL Instructor, Jefferson Union High School Dist.,  
Adult Division, Daly City, CA

LEVEL: Beginning

APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally prepositions of place, and to reinforce them through a guessing activity

MATERIALS: Tray; caps of various colors from spray cans or paper cups with colored markings; small object, such as an eraser, to place in the cup

PROCEDURE:

1. Out of view of the students, line up the caps or cups on the tray. Place the object in one of them. Then bring the tray into view.

2. On the board, write the structure to be used.

Example: Is it in the blue one? Is it in the red one?

3. The guessing activity begins:

Teacher: Where is the eraser?

Student: Is it in the green one?

Teacher: Yes, it is. (or: No, it isn't.)

4. Each student continues to question in this manner until the pattern is familiar. Repeat the procedure with under. As the exercise progresses, a student might take over the teacher's role.

5. Variation: Use caps or cups of various sizes, as well as colors, to practice two adjectives modifying the pronoun one.

Example: Is it in/under the big, white one?

6. Variation: Use ordinal numbers in place of colors.

Example: Is it under the first one?



SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Review of Function Words of Place or Position CODE: Lis/Sp

CONTRIBUTOR: Marilyn Appelton, Coordinator of Project VITALL, Oakton Community College, Morton Grove, IL

LEVEL: All levels

APPROX. TIME REQ.: 40 min.

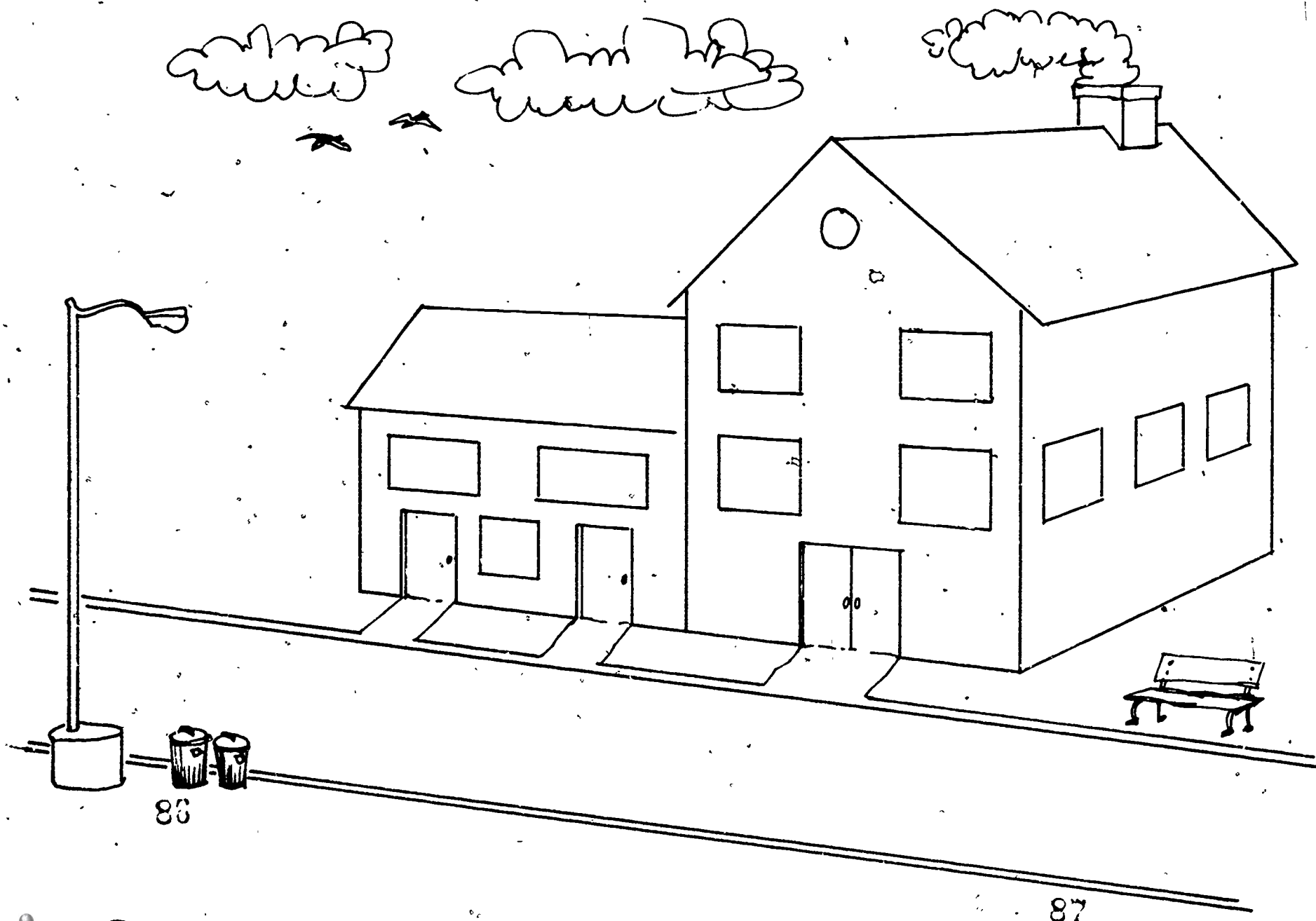
PURPOSE: To generate student language and to review function words by providing an opportunity for students to give directions to the teacher

MATERIALS: A dittoed sketch containing items with which the students are familiar; chalkboard

PROCEDURE:

1. Give each student a dittoed copy of the picture or sketch, pretending that you have not seen the picture. Do not let them show it to you! For a sample of a sketch, see next page.
2. Tell the students that you want to duplicate the picture on the chalkboard according to their directions to you. They will tell you to draw a house. You may have to ask, "Where?", etc. You may draw the house too small or in the wrong place. Let your students experiment with the language until they give you the correct directions.  
Example: Draw a house on the right side, make it bigger, etc.  
Draw as little as possible, and challenge them to give you more detailed information.
3. Each student will give you directions, using: at, in, on, near, to the right, against, beside, along side of, on top of, to the left, on the left, in front of, between, in the middle of, opposite, on the right, above, below, underneath, under, etc.
4. After the picture is completed on the chalkboard to the students' satisfaction, ask questions pertaining to the picture.  
Where is the house?  
Where are the birds?  
Where are the garbage cans?
5. Students may question classmates about the picture. Students usually ask review questions based on other structures.  
How many windows are in front of the big house?  
What's coming out of the chimney?  
Does the attic have a window?
6. The goal of the lesson is for the teacher to say as little as possible and to permit the students to provide the language. The teacher is to play the part of an individual requiring directions.

(Over)



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SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: In, on, and at as Prepositions of Place  
and Time, for Adverbial Phrases

CODE: Sp/Wr

REPORTER: Dick Teachout, ESL Coordinator, Hennepin Technical Schools,  
Minneapolis, MN

LEVEL: Beginning APPROX. TIME REQ.: 15 min.

PURPOSE: To provide a matrix which will help students to remember under  
which circumstances each of the forms is used

MATERIALS: Chalkboard

PROCEDURE: N.B. Although in, on, and at are used in adverbial phrases of both  
time and place, they should be presented in a time context on one  
day and in the locative sense on another in order to avoid con-  
fusing the students.

1. Draw a large "V" on the chalkboard. Starting at the top, write down the  
left side In...On...At, as shown in the diagram below.
2. Explain to the students that In is used with larger elements of time: a  
year, a season, a month. While explaining this, write the year at the top,  
e.g., 1981, Fall, Winter, Spring, Summer, and the names of two or three  
months.
3. On is used when one is referring to a particular day, e.g., March 10th,  
Nov. 30th, one's birthday, Christmas Day, etc. Write these halfway down the  
"V".
4. At refers to a particular point in time and most often refers to clock time,  
e.g., 10:30, a quarter to 9, 12:25, etc. Show this at the bottom of the "V".

Note: There are many idioms about time, but introducing these will only  
confuse students at this point. The exception is that we say, "in  
the morning," "in the afternoon," but "at night."

5. The same format applies to elements of location. Draw the large "V" as  
outlined for time.
6. Explain that In is used for large areas, e.g., in Asia, in Vietnam, in  
New York, in south Minneapolis. Indicate this item on the "V".
7. On is most often used to designate the street or avenue on which something  
is located, e.g., on Third Avenue, on 10th Street. Indicate this item on  
the "V".
8. At refers to a particular place, often an address, e.g., I live at 4306  
Decatur Road; Meet me at the intersection of Highway 1 and County Road 6.  
Indicate this item at the bottom of the "V".

(Over)

9. Many uses of in may be clarified by explaining that it is often used in talking about things that have defined limits or boundaries, e.g., in town, in the house, in the room, in the park, etc. Indicate this item on the diagram.

EXAMPLE:

IN 1981, Fall, Winter,  
Spring, Summer,  
June, March,  
May  
(in the morning,  
in the afternoon)

ON March 10th, your  
birthday, New  
Year's Eve.

AT Clock  
time

(at night)

IN In Asia, in Vietnam,  
in New York, in  
south Minneapolis

ON Third Avenue,  
10th Street

AT 4306 Decatur Rd.  
the intersection  
of Highway 1  
and County  
Road 6

10. Variation: A pyramid: The pyramid diagram establishes the notion of from general to specific; the TIME and ADDRESS lines make an easy framework for recall.

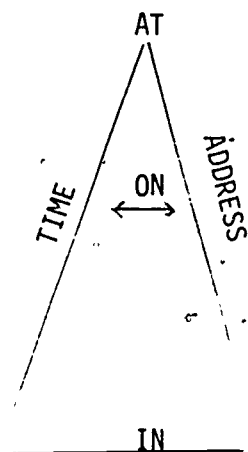
#### AT/ON/IN with TIME and ADDRESS

##### TIME

It's at 12 o'clock.  
It's at noon.

It's on Sunday.  
It's on the Fourth  
of July.

It's in July.  
It's in 1990.  
It's in the evening.



##### ADDRESS

I live at 2 Park Street.  
I live at the Fairhills Ap't.  
I'm staying at the Hilton.

I live on Park Street.  
I live on the sixth floor.

I live in San Francisco.  
I live in California.  
I live in the United States.

AT: exact time (hour)  
exact address (number)

ON: less restricted time (day, date)  
less restricted address (street, floor)

IN: general time (month, year, special expressions)  
general address (city, state, country)

11. Have students repeat chorally all items on the board and then copy.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Time Words

CODE: Lis/Sp/Re/Wr

REPORTER: Dick Teachout, ESL Coordinator, Hennepin Technical Schools,  
Minneapolis, MN

LEVEL: Intermediate

APPROX. TIME REQ.: 40 min.

PURPOSE: To teach the students how to use and understand what is signalled when certain prepositions are used in time phrases

MATERIALS: Chalkboard

PROCEDURE:

1. Introduce the seven prepositions (in, by, at, until, from now, for, from...to) by using the explanation on the right and the examples on the left.  
(See No. 2, below.)

2. Have students repeat the examples chorally and individually:

Example:

He'll be here in 30 minutes

He's coming in a week.

He'll be back in a year.

not more than the amount said,  
but possibly less

He'll be here by 11-P.M.

They left by 8.

Please be there by 10 A.M.

used with clock time; later  
than the time said, possibly  
a little before

He'll be here at noon.

He left at 8 o'clock.

exactly at this time

He stayed until 10 P.M.

I'll be here until 9.

The time of coming is not important;  
this is the time of leaving.

He'll be here 10 minutes from now. -----10 minutes in the future  
from this moment

I have to be there 20 minutes from now. -----20 minutes in the future  
from this moment

He'll be leaving 30 minutes from now. -----30 minutes in the future  
from this moment

He'll be here for an hour.

He's going to stay for a week.

He's been here for a year.

For is used to indicate how long

He was here from 8 to 9.

He was gone from 9 to 10.

He eats lunch from 12 to 1

From - to is also used for how long but tells when the time span began and ended.

(Over)

3. On the chalkboard, write the questions and time phrases shown below. Call on individual students to respond, using one of the prepositions with one of the phrases to answer questions similar to those on the left.

- |                               |            |
|-------------------------------|------------|
| 1. When will he come?         | 30 minutes |
| 2. When is he going to leave? | 9 o'clock  |
| 3. When will he come?         | an hour    |
| 4. How long will he stay?     | a week     |
| 5. When did he leave?         | 6 o'clock  |
| 6. How long did he stay?      | 10 o'clock |

Note: there are several correct answers for each.

4. Write these expressions on the board, and call on students to ask questions that will match up with each of them:

Examples: an hour from now  
at 10 o'clock  
in ten minutes  
for two hours  
by 3 o'clock  
until 8 o'clock  
from 4 to 5 P.M.  
in half an hour  
for 10 minutes  
20 minutes from now

5. To test comprehension, write the following sentence on the board:

It's 10 o'clock now.

Have the students number a paper from 1 to 18. Explain to them that you are going to read a series of statements. They are to write the clock time that the statement refers to, based on the fact that it's ten o'clock now.

For this group, ask the students: When will he come?

He'll be here in ten minutes.  
He'll be here by 11 A.M.  
He'll be here at noon.  
He'll be here in half an hour.  
He'll be here ten minutes from now.

Then ask the students: When will he leave?

He'll be here until noon.  
He'll be leaving a half hour from now.  
He'll be here for an hour.  
He'll be leaving in 15 minutes.  
He'll be here for 10 minutes.  
He'll be here until 12.

Next, tell the students to write the correct amount of time when you ask:  
How long will he stay?

He'll be here from 11 to 12.  
He'll be here until 11.  
He'll be here for two hours.  
He'll be leaving in ten minutes.  
He'll be leaving an hour from now.

## SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Prepositions and Conjunctions of Time

CODE: Lis/Sp/Re

CONTRIBUTOR: Gloria B. Hannon, ESL Coordinator, Indian Valley Colleges, Novato, CA

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: 20-30 min.

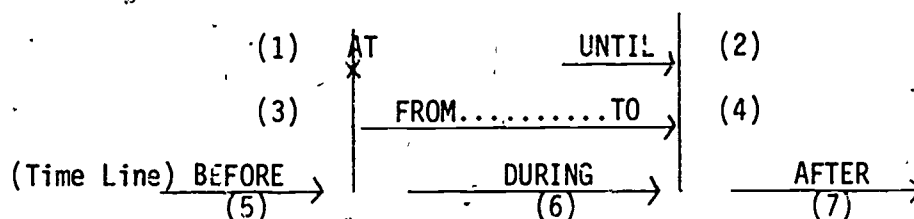
PURPOSE: To provide clarification and practice in the use of prepositions and conjunctions of time

MATERIALS: Chalkboard; flashcards; sentence strips; dittoed diagram

## PROCEDURE:

1. On the chalkboard, show the diagram and sentences to establish the time frame. (See samples, below.) Distribute dittoed copies of the material after the explanation of the diagram.
2. Next, distribute sentence strips and flashcards showing the following: BEFORE, AFTER, EVENT #1, EVENT #2, COMMA (,)
3. Each student "becomes" a flashcard. Working in groups of five, the students position themselves in the correct word order sequence, using the sentence strips as models.
4. As the students work in groups, circulate to clarify or to correct.
5. When the groups are ready with proper sequences, have them demonstrate the sentences before the class.
6. Variation: Flashcards for the remaining time words can be used for more advanced students to connect jumbled word cards or phrases.

## SAMPLE: Part I



- (1) I go to school AT 8 o'clock.  
 (2) I go to school UNTIL 12 o'clock.  
 (3) & (4) I eat lunch FROM 12 to 1 o'clock.  
 (5) I eat lunch BEFORE I go to work.  
 (6) I study DURING lunch.  
 (7) I go to work AFTER lunch.

(Over)



## SAMPLE: Part II

Cue: "after" #1 and before #2"

EVENT #1: I go to school.

EVENT #2: I go to work.

EVENT #1 + BEFORE + EVENT #2  
I go to school before I go to work.

BEFORE + EVENT #2 + EVENT #1  
before I go to work I go to school.

EVENT #2 + AFTER + EVENT #1  
I go to work after I go to school.

AFTER + EVENT #1 + EVENT #2  
After I go to school, I go to work.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Long Answers and Short Answers

CODE: Lis/Sp

CONTRIBUTOR: John R. Halbrook, Resource Teacher, Fremont School for Adults,  
Sacramento City Unified School District, Sacramento, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 10 min.

PURPOSE: To help students understand how an English speaker answers questions

MATERIALS: None

PROCEDURE:

1. First, explain that there are several appropriate answers that can be given to questions: long answers, shorter answers, and short answers. To illustrate, ask the students to ask you, the teacher, the following questions:

STUDENTS: Are you going to the store?

TEACHER: Yes, I am going to the store. (long answer)

STUDENT: Are you going to the store?

TEACHER: Yes, I am. (shorter answer)

STUDENTS: Are you going to the store?

TEACHER: Yes. (still shorter)

STUDENTS: Are you going to the store?

TEACHER: Yeah. (still shorter)

STUDENTS: Are you going to the store?

TEACHER: (Nod head in the affirmative.) (still shorter).

2. Reverse the process, and model all possibilities for a negative reply. Then ask the students to give the answers to your questions, taking the series through first in the negative and then back to the positive.
3. An oral testing procedure is to mix negative and affirmative questions and answers.

SUBJECT AREA: ENGLISH STRUCTURE

TOPIC: Monitoring Pronunciation and Grammatical Problems CODE: Sp

CONTRIBUTOR: Toni D. Thomas, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: All levels

APPROX. TIME REQ.: Integrate into  
other class activities involving  
spoken response

PURPOSE: To build awareness of grammatical suffixes

MATERIALS: Flash cards

# PROCEDURE:

1. After a student thinks he has mastered a grammatical or pronunciation point, he tends to let verbal corrections go in one ear and out the other. The student mimics the teacher's model without thinking about what he is saying.

Example: S: He eat the apple.

T: He eats.....

S: He eats the apple.

He drink the milk.

2. Rather than continue verbal corrections ad infinitum, make a flash card providing a cue to indicate what is missing in the utterance.

Example: If your students tend to drop final s, make a card such as this:

—s

3. Everytime a student forgets the s, hold up the card. Do not say anything. The student sees the cue and must think back and correct his own sentence without a verbal cue from the instructor. He will think about what he has said and what he is going to say.
4. Have a student serve as monitor in this activity, a different student each day.
5. This is a good method to use daily (one cue card per class) when the students appear to be oblivious to a very basic aspect of grammar or pronunciation.

Other possible cue cards:

—ing

present progressive

—ed

regular past tense or  
past participle

are  
am  
is

to be

—'s

—'re

—'ve

} apostrophe for  
contractions or possession

## II PRONUNCIATION

## SUBJECT AREA: PRONUNCIATION

TOPIC: Minimal Pairs

CODE: Lis/Sp/Re

REPORTER: Robert Johnston, ABE/ESL Coordinator, Grossmont Adult School,  
La Mesa, CA

LEVEL: All levels APPROX. TIME REQ.: 20 min.

PURPOSE: To develop the students' listening recognition and production of English sounds

MATERIALS: Minimal pairs lists; dittoed copies  
(See Nilsen's Pronunciation Contrasts in English or  
Trager and Henderson's Pronunciation Drills)

## PROCEDURE:

1. Assess the language backgrounds of your students and identify the English sounds with which those language groups have difficulty. Then develop lists of minimal pairs (pairs of words which differ in one sound only) with some sentences containing those minimal pairs. Include pairs with the contrasting sounds in the initial, medial, and final positions. For example: /d/ and /t/

Initial  
dare-tear

Medial  
raid~~ing~~-rat~~ing~~

Final  
bad-bat

Prepare the lists on dittos, and duplicate copies for student handouts.

2. Before introducing the minimal pairs, explain to the students that the focus of the exercise is on the listening recognition and pronunciation of words and not on their meaning.
3. Now, introduce the contrasting sounds. Demonstrate the correct tongue and lip placement and the jaw movement for each sound. Recite the minimal pairs while the students listen. And then have the students repeat with you. Present each minimal pair in the following manner:
  - "dare", followed by class repetition;
  - "tear", class repetition; then together, "dare, tear", followed by class repetition.
4. Next, test their listening recognition of the contrasting sounds. First, do a differentiation exercise. Tell the students you are going to say groups of three words, two of which will be the same. Have them raise their hands the moment they hear a sound which is different, e.g., built - built - build. Give six to eight examples.
5. Following the differentiation exercise, test their recognition of the individual sounds without offering a contrast. For example, put numbers 1 and 2 on the board: 1 2 Number 1 will represent one sound you pronounce; number 2 the other, e.g. d, t. Then pronounce a word from the list, and have the students identify the target sound in the word by saying, "number one" or "number two". If the articulation of the contrasting sounds is visibly distinct, conceal the mouth with a piece of paper.

(Over)

6. Another variation is to have the students number 1-10 on a piece of paper. Pronounce the first word, and have the students identify the target sound. For example, say "do" and the students write one. Then say "to" and the students would write two. Continue the procedure, scrambling the order of the words.
7. After completing the minimal pairs' lists, introduce sentences containing the minimal pairs through oral repetition drill. After working with the entire class, drill with smaller groups and then with individual students to check on their mastery.
8. Finally, distribute the handouts, and review the minimal pairs and sentences for reinforcement.

**SUBJECT AREA: PRONUNCIATION****TOPIC:** Short a/æ/**CODE:** Lis/Sp**CONTRIBUTOR:** Judy Guitton, ESL Instructor, Studies in American Languages, San Jose State University, Metropolitan Adult Education Program, San Jose, CA**LEVEL:** All levels**APPROX. TIME REQ.:** 10-15 min.**PURPOSE:** To help students recognize and produce /æ/**MATERIALS:** Paper bag and 10 to 12 common objects**PROCEDURE:**

1. Collect ten to twelve small common objects with the /æ/ sound in their names, and place in a grocery bag: aspirin, flashlight, jam, sandwich, rubber band, hat, map, stamps, an apple, etc.
2. First, have the students guess what is in the bag. Then, as you take out the items, name them one by one. Have the students repeat the item name several times. When all items are out of the bag, have the class name each item as you put the item back into the bag.
3. Next, have the students, first as a group, then individually, try to name all the items. On succeeding days, ask who can remember all the items in the bag. Review the bag contents periodically.

**Note:**

This method succeeds in the teaching of any sound, but the teacher should treat only one sound during any given class session. Introducing other sounds and objects with the same activity tends to confuse the students.



## SUBJECT AREA: PRONUNCIATION

TOPIC: Teaching ch and sh Through  
a Situational Lesson

CODE: Lis/Sp/Re/wr

CONTRIBUTOR: Eric Geist, ESL Instructor, La Puente Valley Community Adult,  
La Puente, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 40 min. a day  
for three days

PURPOSE: To teach students to hear the difference between ch and sh sounds  
by means of useful vocabulary related to the supermarket

MATERIALS: Dittoed copies of the reading

## PROCEDURE:

1. The teacher prepares a story to illustrate and practice the target words. When typing it, he/she leaves a blank for each target sound. (See example, below.)
2. The teacher illustrates difference between the ch and sh sounds, and drills the sounds until the students can discriminate between the two sounds.
3. The teacher gives the students examples of words containing the sounds in the beginning, medial, and final positions, using only one position at a time, e.g., all beginning or all medial, etc.
4. The teacher has students discriminate between the minimal pairs, listening to and pronouncing the words repeatedly.
5. The teacher then introduces specific vocabulary related to the given situation: in this case, names of foods in the supermarket.
6. Then the teacher reads the dittoed story aloud for listening comprehension, without the students' seeing the story.
7. Now the teacher distributes the dittoed sheets to students, reads the story, and has the students fill in the blanks with the sounds they hear. The teacher corrects the papers with students.
8. The teacher reads the sentences, and the students repeat after each sentence.
9. Then individual students read the sentences of the story as the other students listen and check the pronunciation.
10. The teacher continues with a reading lesson until all have read correctly.

Example:       iela at the Market

      iela goes       opping at Smith's Food King.       e has a       opping list.       e wants to buy these things:

      eeese,       icken, mu      rooms, pea      es,       erries, radi      es, spina      ,       ortening.

      e doesn't have any ca      . So       e writes "a       heck. After       e       ooses all the things       e needs,       e goes to the       eckout stand.       e gives the       ack to the ca      ier.

## SUBJECT AREA: PRONUNCIATION

TOPIC: Past Tense: -ed

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Marilyn Appelson, Coordinator of Project VITAE L, Oakton Community College, MONNACEP, Morton Grove, IL

LEVEL: Advanced Beginning/Intermediate APPROX. TIME REQ.: 20 min.

PURPOSE: To develop students' ability to hear and produce the three different pronunciations of the -ed, in the past tense of regular verbsMATERIALS: 3x5 cards, each with a verb that takes -ed for the past tense; chalkboard; dittoed sheet with a time schedule and appropriate verbs for a given topic

## PROCEDURE:

1. Present a topic: Juan works in a furniture factory. This is what he did yesterday. (Topic can be based on what a student in the class does.)
2. Example: On a chalkboard, write these times and verbs.

7:00	wash	8:25	report
7:15	shave	8:30	start
7:20	brush	8:45	climb
7:30	look	all day	paint, fix, glue, stain
7:35	pick up	3:30 P.M.	finish
7:40	dress	3:30-4:00	talk, laugh, joke
7:45	pour	4:05	walk
7:50	close	4:30	shower
8:00	walk	4:45-5:00	rest
8:10	stop	5:00-7:00	stay home to eat dinner
8:15	punch in		

3. Now tell the class what Juan did yesterday.

Example: /

-At 7 o'clock, Juan washed his hands and face.

-At 7:15 (a quarter after seven), he shaved., etc.

4. Next, give each student a card with a verb infinitive written on it, appropriate to the topic.
5. The student who has the appropriate verb card for the time question: "What did Juan do at \_\_\_\_\_?" gives the response.

(Over)

6. On the chalkboard, create a three-column chart as the verb responses are given.

Example:

<u>t</u> (sound)	<u>ed</u> (sound)	<u>d</u> (sound)
<i>washed</i>	<i>reported</i>	<i>shaved</i>

Students write their words in the correct column after they make their oral responses. Students do the corrections when needed.

7. Then give the students the dittoed sheet which they complete by writing a complete sentence next to each time frame and verb.
8. Students then read their sentences to each other in small groups or to the class as a whole.

SUBJECT AREA: PRONUNCIATION

TOPIC: Review of Pronunciation

CODE: Lis/Sp/Re

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School; Berkeley, CA  
Consultant, Teacher-Training, TEFL; SF State Univ.,  
San Francisco, CA

LEVEL: All levels

APPROX. TIME REQ.: 15-20 min.

PURPOSE: To reinforce visually and orally previously introduced patterns of pronunciation

MATERIALS: Chalkboard

PROCEDURE:

1. The teacher creates three columns on the chalkboard, with lists of words incorporating the sound or sounds being reviewed. If these are individual sounds or consonantal clusters, the first column will have a word featuring the sound in initial position; the second column will feature a word where the sound in question appears in the middle of the word; and the third column will feature a word where the sound occurs at the end.
2. The teacher then asks the students to supply words with the same sound as that featured in the model words. The teacher writes these in the appropriate columns. When the chalkboard is filled with words, the teacher points to various words for the students to pronounce.
3. Then the teacher pronounces other words not yet practiced, and students come to the chalkboard, one by one, to point to the word the teacher pronounced. Then other students take turns being the teacher, following the same procedure.
4. Variations:
  - a. The students call out words individually, which the teacher locates and pronounces.
  - b. A student comes to the board and points to different words which the class pronounces chorally.
  - c. Individual students call out words; the student at the board finds the word; the class verifies or rejects; then another student comes to the board. The exercise should move rapidly, giving as many students as possible a turn at the board.

Note: Since the exercise does not provide occasion for student imitation of the teacher, the student is forced to think about pronouncing the word so as to be understandable to others.

SUBJECT AREA: PRONUNCIATION

TOPIC: Principal Intonation Patterns of English \*

CODE: Lis/Sp

CONTRIBUTOR: Ruth Parlé Craig, Chr. Dep't. Foreign Languages and Dir. Language Lab.,  
Santa Rosa Junior College, Santa Rosa, CA

LEVEL: All levels

APPROX. TIME REQ.: 20 min.

PURPOSE: To teach or to review the basic intonation patterns:  
statement, question with interrogative word, pure question, and  
commands

MATERIALS: A dialog which the teacher has memorized

PROCEDURE:

1. Teach the following dialog as you would all dialogs, using a multiple repetition drill for each sentence:
  - a. Students listen while you recite the entire dialog.
  - b. Then, without interruption, you repeat the first speech five to six times, using your hand and arm - from right to left (the class left-to-right orientation for reading) - to indicate the rising and falling patterns of each utterance. Do not vary the rhythm or pitch patterns.
  - c. Next, have the students repeat the utterance with you several times (at least four or five).
  - d. Then, signal for student silence by tapping your ear for "Listen!", and say, "Repeat after me four times." Then model the utterance, and signal the class with your fingers - four times. Use your hand and arm to stimulate memory concerning the words themselves, as well as the intonation pattern, by indicating the rise and fall.
  - e. Then signal "Listen," and say the utterance once more.
2. Do the entire dialog in this manner, signalling a repetition of the entire dialog at the end, to bring all utterances together.
3. Example of Dialog:
 

(fade-fall): Hello, Jack! How are you?  
 (fade-fall; rise): Fine, thank you, and you?  
 (fade-fall): Very well, thanks. Where are you going?  
 (fade-fall): I'm going to study.  
 (rise): Are you doing your homework?  
 (fade-fall): Yes, but not now.  
 (fade-fall; rise): You don't want to study, do you?  
 (fade-fall): No, I don't want to do anything.  
 (rise; fade-fall): Then come and eat something.  
 (fade-fall; rise): All right! Let's go!

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SUBJECT AREA: PRONUNCIATION

TOPIC: Thrice Technique: Accent Improvement

CODE: Lis/Sp/Re ✓

CONTRIBUTORS: Jo Pamment, Director, Pamment Training Systems, San Francisco, CA  
Patricia M. Regdon, Instructor, Metropolitan Adult Prog., San Jose, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 25 min.

PURPOSE: To help the student acquire conscious control of his/her English speech delivery and correct his/her accent

MATERIALS: Handout of sample lesson

PROCEDURE: N.B. The THRICE Technique of Accent Improvement differs from other methods of teaching phonology in that it relies on cognitive processes—analysis, coaching and direction, and self-monitoring, rather than on mimicry and repetition. Although developed primarily for advanced ESL students, it can be used at lower levels by using familiar vocabulary, phrases and sentences.

#### A. Introduction to the Technique:

1. The student learns to recognize and reproduce the general melody of English by studying the following:
  - a) the six rules for production of English melody, symbolized by the acronym, THRICE (See section B, on Rules);
  - b) the fifteen major vowel sounds;
  - c) difficult consonant sounds.
2. The student practices applying the skills in class with coaching and direction from the teacher,
3. The student reminds himself three times a day to apply the skills outside of class when he is speaking English.
4. The student listens to and analyzes the speech of native speakers whenever he can.

#### B. Rules of Accurate Reproduction of American English Speech:

1. T Tongue. Be aware of the tongue position for the production of each sound.
2. H Hold and stress the important vowel in + important word in each phrase. Some important words are nouns, verbs, negatives, adverbs, numbers, and prepositions of two- or three-part verbs.

(Over)



3. R Reduce all other sounds by reducing stress. Some words completely reduced are subject pronouns; the verb to be, auxiliary verbs, articles, prepositions, and coordinating conjunctions.
4. I Intone the phrase. This helps signal the listener that one idea is expressed and another will begin.
5. C Change the stress to show emotion, special emphasis, or change in meaning.
6. E Elide carefully, or separate the words. Elision is combining the last sound of a word with the first sound of the next and should be used with restraint.

C. Sample Lesson - Short a

A lesson works with common words and consonant blends based on a particular vowel sound. Phrases or word pairs, utterances - sentences and dialogues - focusing on the vowel sound are provided for further practice with the THRICE rules. All of these items eventually lead to original utterance practice where each student is able to maintain control over his/her spoken English patterns.

## COMMON WORDS

1. January
2. bad
3. last
4. that
5. haven't
6. can't
7. as
8. had
9. has
10. ask

## MULTISYLLABIC WORDS

1. animosity
2. abdicate
3. acme
4. abandon
5. recalcitrant

## PHRASES

1. fat chance
2. back at the ranch
3. do free lance

## SENTENCES

1. The bank has the cancelled check.
2. Do you still have your passport?
3. Can you use a calculator?
4. Did you give him the cash receipts?
5. What's a satellite test center?

## DIALOGUE

- A. Do you like basketball?  
 B. Oh, Yes! I love it. It's so fast and active.  
 A. Well, it's too fast for me. And besides, it's too noisy.

## CONSONANT BLENDS

Initial	Final
1. bland	1. fact
2. brat	2. cracked
3. challenge	3. babble
4. clan	4. badge
5. cranberry	5. cackle
6. flat	6. paddle
7. fragile	7. baffie
8. gland	8. nagged
9. grab	9. haggle
10. plan	10. damned

T	= Common Word List
H	
R	= Consonant Blend list Phrases Multisyllabic Words
I	= Phrases Provided Sentences
C	= Provided & Original
E	= Utterance Practice



### III CONVERSATION

**SUBJECT AREA: CONVERSATION****TOPIC:** Life Boxes**CODE:** Sp**CONTRIBUTOR:** Judy Guitton, ESL Instructor, Studies in American Language, San Jose State Univ. & Metropolitan Adult Ed. Prog., San Jose, CA**LEVEL:** Intermediate/Advanced**APPROX. TIME REQ.:** 10-15 min. per life box**PURPOSE:** To increase fluency and confidence in speaking skills**MATERIALS:** Student life boxes containing about five to ten items such as: wedding photos, baby shoes, family jewelry, a TV Guide, and many surprises - tennis balls, seashells, some embroidery in progress, chocolate kisses, and a photo of the Andromeda galaxy**PROCEDURE:**

**Definition:** A life box is a box that contains items that the student thinks represent his life and interests, objects that are special to him. The student will speak briefly about each item, explaining what it is, its value, and its significance for him.

1. The teacher shows his/her own life box to the class, asking the students to guess the contents. This provides enthusiasm and motivation for the unit in general and practice in vocabulary and in forming questions. After presenting the life box, the teacher explains to the students that they are to prepare a life box talk of their own. Each talk will take about 10 minutes with one or two students making a presentation in one class session.
2. The student shows his lifebox and talks about its contents. The fact that students are manipulating objects and items of great interest to them serves to help eliminate their fears of making a prepared presentation before a group.
3. When a student talk is finished,
  - a. discuss the contents of the life box presented and the interests and personality of the speaker, going beyond the data presented and expressing judgments and feelings,
  - b. correct any important errors in pronunciation or grammar in the talk and discussion, and write new grammatical concepts and vocabulary items on the board.

**SUBJECT AREA: CONVERSATION****TOPIC:** Conversation Box**CODE:** Lis/Sp**CONTRIBUTOR:** Philip Ochiato, Instructor, Program in American Language Studies,  
Rutgers University, New Brunswick, NJ**LEVEL:** Intermediate      **APPROX. TIME REQ.:** 15 min. - introduction  
20 min. - per presentation**PURPOSE:** To increase student involvement in conversation classes; to relate conversation classes directly to the experiences of individual students**MATERIALS:** One box of any kind for each student to fill with appropriate articles such as time-tables, photos, leaves, programs, souvenirs, tickets, etc., appropriate to the theme chosen by each student**PROCEDURE:**

1. Introduce the idea of a conversation box by assigning as an out-of-class project the collection of articles from their environment which students arrange in a box. Encourage students to work around a theme such as their neighborhood, the school, the season, the region, a holiday, a hobby, a job.
2. Assign the project, having each student commit himself/herself to a theme as discussed in the introduction. Give from one to several weeks to complete the project.
3. When assignments are due, the students bring their boxes to class. Each student presents his visual composition to the class. The teacher and other students ask questions stimulated by articles in the box. For example: "Where did you get that?" "How do you use this?" "Why did you include that?"

SUBJECT AREA: CONVERSATION

TOPIC: Advertisements as a Conversation

CODE: Lis/Sp/Re

CONTRIBUTOR: Julia Yoder Jolly, Instructor/Coordinator-ESL Program, Davis Adult School, Davis, CA

LEVEL: Advanced

APPROX. TIME REQ.: 30 min.

PURPOSE: To stimulate discussion through the use of pictures; to encourage student evaluation of advertisements through discussion of the adjectives used to sell a product

MATERIALS: Chalkboard; glossy, full-page advertisements

PROCEDURE:

1. Before class, put an outline of the procedure on the chalkboard.
2. Pass out full-page advertisements to the class (and/or have the students bring these). Ask the students to work individually or in pairs, if class composition allows pairing with no common language other than English. Explain the following procedure fully before they begin:
  - a. The students are to read the advertisement completely, calling on the teacher, who will circulate, for any vocabulary or pronunciation difficulties.
  - b. They are to select a short paragraph or partial paragraph from the advertisement to read aloud as an introduction to the product.
  - c. They are to circle all adjectives in the advertisement. Then they will make a list of adjectives which the pictures in the ad suggest to them.
  - d. They then are to answer the following questions written on the chalkboard; What type of person is this ad hoping to attract? For example: a Pampers ad as opposed to a Charlie perfume ad. Ask further: Does this ad attract you? Why or why not? Answer the question with adjectives.
3. Have the students present their ads in small groups of four or five, introducing the product and brand name, reading paragraphs and giving their lists of adjectives and answers to the questions. Circulate among the groups, intervening only where a question arises or conversation lags.
4. Finish with a general class discussion of products advertised, students' reactions to advertisements, and their favorite or least favorite magazine or television ads.

SUBJECT AREA: CONVERSATION

TOPIC: TV Commercials

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Joseph M. Coyle, Program Coordinator/ESL Instructor,  
Prince George's Community College CETA/VESL Programs,  
Largo, MD

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 45 min.

PURPOSE: To develop oral fluency; to promote confidence in speaking English without prompting (questions or conversational leads); to teach the use of the affirmative command and the negative command in context; to teach functional, practical vocabulary: products, services and companies as seen on TV ads

MATERIALS: Chalkboard; realia (products or services which could be advertised by media)

#### PROCEDURE:

1. In the first class where this technique is used, the teacher brings a product from home (toothpaste, laundry detergent, etc.)
2. The teacher develops a simple commercial and writes it on the board for the class to copy.

Example: Car Wax

Buy Flash car wax.

Flash cleans your car.

It polishes your car.

It's the best you can buy.

Remember the name, Flash.

Look for it in your local supermarket.

Don't forget to buy Flash.

3. Students read the commercial from the board. The teacher corrects the pronunciation. The teacher demonstrates to the class how to raise the voice for emphasis at certain points. The extra loud style of commercials can be used to help Asian students (especially women) to speak up.
4. Volunteers from the class stand in front of the room, holding the realia, to do the commercial as an announcer would do it on TV or radio.
5. For the following classes, the students bring products that they want to sell. The teacher helps each student write his/her own commercial.
6. Students practice their commercials in small groups until they have some confidence in using the correct pronunciation and intonation.
7. Then, each student presents his commercial in front of the class.

(Over)

8. In succeeding classes, the teacher can give a dictation to the class based on the commercials developed by the students. The teacher reads each line two or three times, by phrases said at normal speed, with adequate pauses between phrases for writing.
9. In higher level classes, the commercials can include more complex language, e.g., If you don't buy Flash wax, your car may never forgive you.

SUBJECT AREA: CONVERSATION

TOPIC: Strip Story

CODE: Lis/Sp/Re

REPORTER: Linda L. West, Vocational ESL Instructor, La Puente Valley Adult Schools, La Puente, CA

LEVEL: All levels, level of applicability based on difficulty of story chosen APPROX. TIME REQ.: 20 min.

PURPOSE: To give students a problem-solving situation that encourages them to use speaking, listening, and reading skills with known vocabulary and structures

MATERIALS: Strips of paper with one sentence written on each

PROCEDURE:

1. The teacher writes an eight to twelve sentence "story" in which the sentences follow logically. For a beginning class, choose a common task, such as brushing teeth. For an intermediate class, choose an activity, such as opening a savings account. A vocational ESL class would get a process known to all students, such as a cooling system pressure testing.
2. Write or type the story. Cut one copy into strips. Give each student one strip. In the case of a large class, one might have two or more groups. In the instance of an extra strip, give a capable student two strips that occur together.
3. Each student reads aloud his own strip and listens to the sentences the others read. The task of the group is to assemble the story in the correct order.
4. The teacher remains as passive as possible, helping only in situations, such as pronunciation errors which interfere with listeners' comprehension. If possible, have students move physically as the story is organized, so that the one with the third sentence is between the one with the second and fourth, etc.
5. Usually there is some disagreement on the order of steps or some comment about missing steps. Discussion is encouraged as students state and defend positions, make and reject suggestions. In a large class, groups may have agreed upon different orders, and further conversation is encouraged.

## SUBJECT AREA: CONVERSATION

TOPIC: Talking about Food

CODE: Sp/Wr

CONTRIBUTOR: James C. DeNoon, Instructor, San Francisco Community College,  
San Francisco, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 1 hour

PURPOSE: To practice talking freely about food; to share cultural backgrounds

MATERIALS: Chalkboard; legal-size paper

## PROCEDURE:

1. Tell the class you are going to invite them for dinner on Saturday night and that you will serve them. Now draw a classic American meal on the blackboard in a big rectangle suggesting a table. Talk about each food and beverage as you draw it, and give every item a label. It is actually better if you do not draw well; the students will then be less shy about their own graphic skills. Make everything large and clear.
2. Now give each student a blank, legal-sized piece of paper. Tell the students they have to invite you for dinner on Sunday. They should draw and label a big meal like yours, but from their own country or culture. While they work, circulate among them to assist with writing the vocabulary.
3. Beginners will get some practice in vocabulary and questions and answers. More fluent students will be able to use passives: is made of, are served after, etc.
4. When most students are finished, ask individual students to tell the class about their meals. Encourage questions by asking a few of your own, e.g., about color, temperature, taste, order of service, etc. If the class is not used to "show and tell", pair off students from different cultures to tell each other about meals.
5. Variation: Have groups of three or more students from different cultures plan a meal collectively.

Note: Students should be encouraged to cite normal, customary foods so that exotic vocabulary can be avoided.



SUBJECT AREA: CONVERSATION

TOPIC: Making Friends in the Classroom through Interview CODE: Lis/Sp

CONTRIBUTOR: Karen Batchelor de Garcia, Instructor, Alemany Community College  
Adult Center, San Francisco, CA

LEVEL: All levels, degree of difficulty depending on the level of the class APPROX. TIME REQ.: 1 hour

PURPOSE: To develop a supportive learning atmosphere by giving the students a chance to get to know and understand each other better; to reinforce structures already taught and practiced; and to increase fluency

MATERIALS: Teacher-prepared interviews

PROCEDURES:

1. Prepare the interviews, one per week. For each interview, choose eight to twelve topics. Prepare several questions on each topic, using only structures previously covered. For continuity, make the first topic the student's name and the second the student's country of origin and personal background.

Example:

Topic #1 What's your first name? Is this a common name in your country?  
What's your last name? How do you spell it?

Topic #2 Where were you born? Where have you lived most of your life?  
How long have you lived in California? Do you like it?

Other topics can include the students' favorite possessions, fruits and vegetables grown in their native country, ghosts, their friends, etc. They can frequently use topics that come up in class. Personal questions work very well. For example, "Topic #3: Was anything ever stolen from you? What? When did it happen? Did you call the police? What happened?"

2. On the day of the interview, pass out the interview questions. Model them for the students to repeat, checking on pronunciation and vocabulary problems. Then ask various individual students the questions in order to demonstrate the technique. The key to expanding the interview to free conversation is to encourage students to add related questions of their own to the questions they already have. For example, to expand the Topic #3 above, one might ask: "Was it expensive? Were you at home when it was stolen? Did you see the robber? Were you scared?" Demonstrate the expanding technique.
3. Group the students into pairs or threes. If possible, in the beginning, try to assign partners with different language backgrounds. Later, allow the students to choose their own partners.

(Over)

- a. Instruct one student to ask and the other to answer. The answerer should turn his paper over so that he cannot read the questions.
- b. Then have the students change parts.
- c. While they are talking, circulate to listen, to ask questions, to extend, to clarify vocabulary questions, etc.
- d. After 20-30 minutes, or when conversation is beginning to decline, bring the class together to have two or three pairs re-enact their interviews before the entire class.

#### 4. Variations:

- a. Sometimes the students will want to ask the teacher interview questions.
- b. Put five topics on the board. Ask the class to choose one. Then each student tells three or four things about his partner.
- c. For intermediate and advanced, put five topics on the board. Ask students to choose one and to prepare five or six statements about themselves relating to that topic to tell to the class. This helps prepare students for the idea of writing paragraphs of more than one or two sentences on one topic.

## SUBJECT AREA: CONVERSATION

TOPIC: The Interview as a Stimulus to Conversation CODE: Lis/Sp/Wr,  
and Oral Presentation

CONTRIBUTOR: Julia Yoder Jolly, Instructor/Coordinator-ESL Program,  
Davis Adult School, Davis, CA

LEVEL: Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: To review the format, vocabulary, and verb tenses of a job interview, utilizing this information in simulated interviews; then to organize the answers to interview questions for a presentation of the "potential employee" to the class

MATERIALS: Chalkboard; paper for students

## PROCEDURE:

1. Explain the format to the class as follows: "We are going to do some mock (pretend, imaginary) interviews for a job. This is an interview for a waiter or a waitress. You will work in pairs, one as the employer and one as the person applying for the job. You would talk about work done in the past as well as in the present."

2. Review the usage of the present, present perfect and past tenses, with examples.

Discuss: interviewer - interviewee  
trainer - trainee  
employer - employee

3. Ask class to provide possible interview questions, one student writing the questions on the chalkboard. Possible questions might be: What is your name/address? How long have you worked in a restaurant? Where did you work? What other jobs have you done in a restaurant? Do you want a full or part-time job? Do you belong to a union? Why do you want the job?
4. Arrange students in linguistically-mixed pairs, asking them to choose roles.
5. Have the students conduct interviews, using the questions on the board as a guide, writing down both questions and answers. Stress that the answers to the questions are entirely imaginary.
6. Have the interviewers then present their potential employees to the class, using the third person singular, giving his/her qualifications for the job.
7. Then have the student "applicants" tell why they want the job, one after each interviewer, if time.
8. If students are sufficiently comfortable with one another, have them select, as a whole, the most qualified applicant for the job.

**SUBJECT AREA: CONVERSATION****TOPIC:** Valentine People Bingo**CODE:** Sp**REPORTER:** Anne L. Walker, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA**LEVEL:** Intermediate/Advanced **APPROX. TIME REQ.:** 30-40 min.**PURPOSE:** To develop conversational skills by asking questions and making polite requests; also to increase awareness of Valentine customs**MATERIALS:** Reproduced bingo papers; a prize, if appropriate**PROCEDURE:**

1. Discuss with the class aspects of the holiday in terms of its colors, its customary gifts and cards, its season, its foods, its origin, and its contemporary meaning.
2. Give out papers (See sample which follows). Explain that when you tell them to begin, they are to get up, walk around, and ask for signatures in every square of their bingo paper.
3. They must get people to sign the square (or squares) that pertain to them. Make sure that the students understand all the vocabulary in the squares. Some of the squares are obvious, such as: \_\_\_\_\_ likes candy hearts. They can just ask those people who like candy hearts to sign their papers. Other squares will require a question such as, "Do you send Valentine cards?" If the person answers, "Yes," then the student will ask him to sign that square.
4. The first one who gets all the squares signed wins the game, but allow time for the others to finish also. After the exercise is finished, ask the students questions as to who signed their papers for a certain square.
5. This activity may be used for other holidays as well.

(Over)



# VALENTINE BINGO



_____	_____	_____	_____
is wearing red today	sends Valentine cards	will be my Valentine	knows what the red heart represents
_____	_____	_____	_____
likes candy hearts	likes romantic poetry	sends Valentine cards	likes to say "I love you"
_____	_____	_____	_____
has a birthday in February	sends Valentine gifts	has a girlfriend	likes chocolate hearts
_____	_____	_____	_____
knows who Saint Valentine was	has candy at home	has a boyfriend	knows Valentine's Day is a legal holiday

**SUBJECT AREA: CONVERSATION****TOPIC:** Creating and Practicing a Conversation**CODE:** Sp/Re/Wr**REPORTER:** Julia A. Barnett, Instructor, Mark Keppel Adult School, Alhambra, CA**LEVEL:** Intermediate/Advanced**APPROX. TIME REQ.:** 1 hour or more**PURPOSE:** To compose and perform a conversation**MATERIALS:** Chalkboard; paper**PROCEDURE:**

1. Do a pantomime, with aide or another person, about an activity in daily life, such as altering the length of a dress, baking a cake, putting a new pane of glass in a window, or changing the washer on a faucet, etc.
2. Ask students, either as a group or individually, what happened in the pantomime so that it is clear to all the students.
3. List on the chalkboard and explain all vocabulary that students need for the activity and might find difficult.
4. Put the students in pairs to compose a dialog appropriate to the pantomime.
5. Have the students rehearse their dialogs.
6. Have students in pairs perform their dialogs while the teacher records them on tape.
7. Then play the tape so that the students can hear how they sound.

**Note:** The tape can be used to analyze the students' learning needs; and this information can be a basis for future lesson plans. A good recording can be used later for comprehension exercises (without pantomime) and for demonstration of levels of achievement.



## SUBJECT AREA: CONVERSATION

TOPIC: Preference Interview Using the Five Senses

CODE: Sp/Wr

CONTRIBUTOR: Anne L. Walker, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 30 min.

PURPOSE: To develop conversational skills

MATERIALS: Reproduced papers (See sample, below.)

## PROCEDURE:

1. After having taught "I'd prefer" and "I'd rather," give each student a copy of the interview. Discuss the five senses and the interview questions, making sure that the students understand the questions they will ask.
2. Divide the class into pairs (with different language backgrounds, if possible). First, one student asks the other all the questions and writes the answers of the other student on his paper. Then the students reverse roles.
3. After the questioning is finished, the teacher convenes the class and asks a few students whom they talked to and what that person's answers were.
4. To keep the whole class interested and listening, stop after a few questions to ask, "Who else talked to someone who answered the same as that?" or "Who else talked to someone who would prefer to smell a rose?" etc.

## Sample Interview Questions:

- |  |   |
|--|---|
| 1) What's your name?   | 1) His/Her name is _____.                 |
| 2) What country are you from?  | 2) He/She is from _____.                  |
| 3) Which would you prefer to smell -<br>a rose, bread baking, or fresh<br>air after a rain?                      | 3) He/She would prefer to smell<br>_____. |
| 4) Which would you rather touch -<br>a soft kitten, a silk dress, or<br>the fender of a new car?                 | 4) He/She would rather touch<br>_____.    |
| 5) Which would you prefer to taste -<br>a doughnut, a hamburger, an<br>apple, or some tea?                       | 5) He/She would prefer to taste<br>_____. |
| 6) Which would you rather hear -<br>a piano played well, a child<br>laughing, or the waves hitting<br>the beach? | 6) He/She would rather hear<br>_____.     |
| 7) Which would you prefer to see -<br>the sunset over the ocean, a<br>beautiful girl, or a pretty park?          | 7) He/She would prefer to see<br>_____.   |

## SUBJECT AREA: CONVERSATION

TOPIC: The Daily Interviews

CODE: Lis/Sp

REPORTER: Julian Bamford, ESL Instructor, Evans Community Adult School,  
Los Angeles Unified, Los Angeles, CA

LEVEL: All levels

APPROX. TIME REQ.: 5 min.  
per class

PURPOSE: To practice asking and answering questions; to allow the class to become better acquainted; to allow an evaluation of individual student's speaking ability

MATERIALS: None

## PROCEDURE:

1. Every day, early in the class period, call on a student or two, asking a few general questions. For example: "What is your address? Where do you come from? How long have you been in America? Do you live with your family?"
2. Then use some questions related to material you are presently covering in class. For example: "How much T.V. do you watch every day? Do you like rain?"
3. Four or five quick questions in all are enough. In a large class, two or three students can be interviewed daily. Note any mistakes made, and correct them at the time or later in future lessons. Encourage other students to point out and to correct any errors.
4. The students themselves will soon volunteer to ask the questions. Some of these questions may be culturally inappropriate. For example: "How old are you? Why aren't you married?" This can be an opportunity to discuss which questions are appropriate to strangers and which to friends.
5. Variation:
  - a. Make a long list of Wh (not yes/no) questions of general interest or connected to material being covered in the class. Questions should be of high interest, the sorts of things you would be interested in knowing about another person and thinking about for yourself. For example: "What food do you like? When is your birthday? What time do you get up everyday? If I gave you \$100, what would you do with it?"  
  
The grammar of the questions can be more advanced than the level of the class if the meaning is explained and understood.
  - b. Every day, as you walk into the classroom, write one of these questions on the chalkboard. Students will talk about this among themselves, write it down, etc., as you set out your books and prepare to begin the class. Quickly explain the meaning of the question, if necessary. Then divide the class into pairs, and have one student ask the other the question. After 10 seconds, shout "change" and 10 seconds later "stop."
  - c. Now begin the lesson as usual. This quick activity fills the first moments of class, focuses students on task at hand, and gives conversation practice.



SUBJECT AREA: CONVERSATION

TOPIC: Making Your Own Dialog

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Anita Paradowski, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 30-40 min.

PURPOSE: To give practice in creative arrangement of known structures

MATERIALS: Dittoed materials; slips of paper

PROCEDURE:

1. The teacher (and aide, if available) models a sample dialog.
2. The teacher then distributes dittoed copies of a partially completed dialog. (See example, below.)
3. The teacher reviews with the class all sentences already completed on the ditto so that the students learn correct pronunciation and intonation and understand the dialog.
4. Next, the teacher distributes slips of paper which have been numbered, through one-third the number of students in the class (e.g., for a class of 30, the teacher would have 10 slips of paper each bearing a number, from 1 to 10; for a class of 30, the teacher would make three sets of these). The groups of three are now told to assemble in various sections of the room to work on completing the dialog.

#### Make Your Own Dialog

Person #1: Hello, \_\_\_\_\_, hi, \_\_\_\_\_  
(name) (name)

Person #2: Hi, \_\_\_\_\_, what happened to you?  
(name)

Person #1: I broke my \_\_\_\_\_.

Person #3: Too bad! How did you do that?

#1: I \_\_\_\_\_.

#2: That's really bad luck.

#3: How long will you have to wear that cast?

#1: The doctor said \_\_\_\_\_.

#2: I guess that will make it hard for you to \_\_\_\_\_.

#1: Yes, I think so.

#3: Would you like us to sign your cast?

#1: Sure, \_\_\_\_\_.

SUBJECT AREA: CONVERSATION

TOPIC: Towards Independent Oral  
and Written Performance

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sharon Meeker, Instructor, Sacramento, City Unified School District,  
Sacramento, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 45 min.

PURPOSE: To reinforce and strengthen correct question formation; to enhance  
better organization of ideas; to provide for communication at a  
meaningful level; to provide for cross-cultural exposure

MATERIALS: Chalkboard; paper; pencils

PROCEDURE:

1. Questions (15 min.)

- a. Choose a topic. (See sample topics listed below.) Write the selected topic on the chalkboard.
- b. Then number from 1 to 10 down the left side of the board. To the left of those numbers, write question words that might be appropriate to the topic:

Example:

TOPIC	
Who	1
	2
What	3
	4
When	5
	6

- c. Ask the class what kinds of questions they might ask about this topic. Try to get eight to ten questions from the group. Put these in an order to provide for logical organization of ideas, because the answers will eventually form a paragraph. Accept only relevant questions. Do not accept yes/no questions or either/or questions, because the answers to these are somewhat weak.

2. Conversation (15 min.)

- a. Pair students by different language backgrounds, if possible. Have them ask questions by having Student One ask Student Two the questions, with Student Two giving the answers.
- b. Then have the paired students switch roles.

3. Writing (15 min.)

- a. Now have the students write the answers in complete sentences in paragraph form. Show the shape of the paragraph if necessary, because the students may be tempted to number down the page.

(Over)



SUBJECT AREA: CONVERSATION

TOPIC: Interviews

CODE: Lis/Sp/Wr

CONTRIBUTOR: Antonia Spencer, Instructor, Mountain View-Los Altos Adult School,  
Mountain View, CA

LEVEL: Intermediate/Advanced      APPROX. TIME REQ.: 30-45 min.

PURPOSE: To become acquainted with fellow students through interviews;  
to learn the expression "to have in common."

MATERIALS: Paper

PROCEDURE:

1. Pair off students. If possible, pair two students with different native languages and/or different sexes, ages, personality types.
2. The task is to find out what each pair has in common. For example:  
"We both have children." "We didn't go to college."
3. Allow sufficient time for relevant conversation.
4. Students can take notes in any language.
5. Each pair reports answers to the class. One of the pair can report what they have in common; the other of the pair reports how they differ.

## SUBJECT AREA: CONVERSATION

TOPIC: Improving Aural, Oral, and Writing Skills CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Richard H. Anderson, Instructor, Hartnell College, Salinas, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60-75 min.

PURPOSE: To encourage class participation by individuals; to encourage vocabulary building and self-monitored grammar review; to improve attention paid to sequence of events

MATERIALS: Chalkboard; short dittoed newspaper article (See sample article at end.)

## PROCEDURE:

1. From a newspaper or magazine, choose an article which is short, informative, and, if possible, on the light, humorous side. Excellent sources for these articles are the CHRISTIAN SCIENCE MONITOR and supplements to Sunday papers as PARADE and CALIFORNIA TODAY. (See example at end.) The articles can be chosen to emphasize numbers, geographical locations, current topics, outstanding events, certain personalities, etc. An interesting, but structurally complex article, can be rewritten by the instructor for high beginning classes.
2. Explain to the class exactly the procedure that you will follow. (1-2 minutes)
3. Write unfamiliar words on the board in the same sequence as they appear in the article, where they are underlined. Give a short explanation of the words. (5 minutes)
4. Read the article aloud twice. Tell the students that during the first reading they are only to listen, but during the second reading they should take short notes, either mental or written. (5 minutes)
5. After the second reading, tell the students to make questions that they might ask someone else about the article. Give the students time to think. Stand at the side of the board and wait. Do not say anything. The silence means the students are silently reviewing the article and forming questions in their heads. The silence and waiting may take up to a minute, but the questions will come.
6. When a student volunteers a question, have him/her repeat it so that you can write it on the board. When a mistake in grammar is made, draw a line where the mistake is. For example: Student: "Where do Mr. Watanabe lost his bag?" Instructor writes; "Where \_\_\_\_\_ Mr. Watanabe is bag?" While you are writing, the student who asked the question and the class notice the blanks and think about what the correct forms should be. Very often the student who asked the particular question monitors his own mistake and gives the correction. If not, the class will undoubtedly come up with the corrected question. When the corrections are made, erase the lines.

(Over)

7. Encourage the students to ask questions in the order of sequence of events as presented in the article. Try to solicit up to ten questions. Be sure to leave space for answers under or next to each question. Reword questions or eliminate questions which overlap on information; add one or more questions to include interesting or pertinent information that the students may have missed. Keep mental notes on which students asked which questions so you will not call on students to answer their own questions. (5-10 minutes)
8. After the students have posed the questions, read the first question aloud. Have students volunteer the answers. If only one or two students are answering, or if students are answering their own questions, ask other students individually by prefacing each question with an informal lead-in, such as, "What do you think...". If a student gives a wrong or incomplete answer, ask the class for more information. When a question is answered, write the answer (either in complete sentence form or facts only) next to or under the question. Do not erase the questions or answers at this point. (5-10 minutes)
9. When all questions have been answered, read the article again, after which the students will be asked to give an oral summary of the events. This third reading will allow the students to review and add to their notes. (3 minutes)

After the last reading, ask up to three strong, talkative students to give their versions of the article. Do not correct the students' mistakes at this point. Correcting will discourage spontaneity. Also, do not ask for more than three recounts to avoid students' losing interest. (6 minutes)

10. After two or three students have given their oral account to the class, have all the students pair off. Each student will tell the other student his/her version of the story in the article. The questions and answers are on the board for reference for the weaker students.

While the pairs are talking, do not disturb them. Tell the students to raise their hands if they need help from you. Monitor the level of activity to arrive at an appropriate stopping point. Do not let the activity wear itself out. (10-20 minutes)

11. Now introduce other related topics for short discussion as a class, such as, "What would you have done if you were in so-and-so's place?" "Have you ever had (or do you know anyone who has had) an experience like this?" "Have you ever visited this place?" (5-10 minutes)
12. Writing a Paragraph Summary: After this discussion, ask the students to write their account of the original article in paragraph form. Depending on the level of the class, you may want to erase the questions and answers on the board. This writing step can also be assigned as homework. After the written summaries are turned in, correct them to determine the most common errors and the extent of the new learning. (10-15 minutes or as homework).



### Summary of the Activity

1. Explanation of procedure (2 minutes)
2. Explanation of words and phrases (5 minutes)
3. Two readings of the article (5 minutes)
4. Questions and answers by students (10 minutes)
5. A third reading and oral summaries (10 minutes)
6. Student pairs for oral résumés (20 minutes)
7. Class discussion on related topics (10 minutes)
8. Written paragraph to summarize (15 minutes)

Example: "Just another bag of rice? No, 90 million-mislaid yen"  
By the Associated Press

Koriyama, Japan

"It's gone!" Kiyomichi Watanabe breathlessly told bank officials when he discovered he had lost a canvas bag containing 90 million yen (about \$300,000) he was taking from one branch bank to another.

The police sent a patrol car to check the one-mile route that Mr. Watanabe, the driver of the bank van, had taken.

Ten minutes later, Sanae Sato, a fish seller, dashed into the police station with a canvas bag. "Look what I found in front of my shop!" he said excitedly. "I thought it was a bag of rice or a bundle of books."

Mr. Sato will get between 5 and 20 percent of the money as a reward for the largest lost-and-found item ever reported here, police said.

**SUBJECT AREA: CONVERSATION**

**TOPIC:** All Question Forms

**CODE:** Sp

**CONTRIBUTOR:** Camy Condon, Coordinator, IRAP-Project, International Institute for Urban and Human Development, San Diego, CA

**LEVEL:** Intermediate/Advanced

**APPROX. TIME REQ.:** 15-30 min.

**PURPOSE:** To practice asking questions

**MATERIALS:** Magazine pictures of well-known personalities

**PROCEDURE:**

1. Have students bring in magazine pictures of disco singers, rock stars, TV or movie personalities, politicians, and other well-known personalities. Limit the number of personalities to those whom the students recognize.
2. Select a student to stand in front of the class, holding one of the pictures in front of his/her face.
3. The teacher introduces the personality, preferably using a pencil as a microphone. "Ladies and gentlemen, I would like to introduce to you the well-known..." Raise your voice to add drama and excitement. Make sure the class responds with wild applause.
4. After the introduction, pass the pencil microphone around, and have the students ask the celebrity questions. Each student must ask a different question form from that given immediately before him. For example: What do you do for a living? cannot be followed by another what question.
5. As time allows, repeat the same procedure with another well-known personality.



**SUBJECT AREA: CONVERSATION****TOPIC:** Asking Questions**CODE:** Lis/Sp**CONTRIBUTOR:** Jan Godfrey, Instructor, San Diego Community College Dist.,  
San Diego, CA**LEVEL:** All levels, based on difficulty of examples      **APPROX. TIME REQ.:** 15-20 min.**PURPOSE:** To reinforce questioning/answering skills, verb structure, and vocabulary**MATERIALS:** Dittoed handouts (See sample, below.)**PROCEDURE:**

1. Give each student a dittoed sheet listing 20 to 25 items in the following format:
  - a. Find someone who can ski.
  - b. Find someone who drives a yellow car.
  - c. Find someone who always walks to school.
  - d. Find someone whose brother works in an office.
2. Students then move around the room asking other students these items in question form. When a student finds a person answering in the affirmative, he writes that student's name next to the corresponding item. For instance, student V asks student W, "Can you swim?" Student W answers negatively, "No, I can't." Student V then moves on to student X, Y, Z and asks the same question until he receives an affirmative answer. He then writes that student's name down next to the appropriate item. Each student must answer truthfully and may not use his own name for any item.
3. The first student to complete his list successfully is the winner. An alternate method continues the exercise for a specific time, and the student listing the most names wins.
4. This exercise can be used to practice various verb tenses or to emphasize specific vocabulary. For example, using only the present perfect:
  - a. Find someone who has had a tooth pulled. \_\_\_\_\_
  - b. Find someone who has moved since 1970. \_\_\_\_\_
  - c. Find someone who has lived in at least two different states. \_\_\_\_\_

or the past:

  - a. Find someone who ate eggs for breakfast. \_\_\_\_\_
  - b. Find someone who could swim at age 5. \_\_\_\_\_
  - c. Find someone who received a letter yesterday. \_\_\_\_\_
5. This activity can also be used as a vocabulary review for a thematic approach. For example, all questions relate to food, occupations or modes of transportation.
6. This activity can be used as an introductory tool (students learn each other's names) or simply as an active, "get-up-and-go" review.

SUBJECT AREA: CONVERSATION

TOPIC: Storytelling in Pairs

CODE: Lis/Sp/Wr

CONTRIBUTOR: Patti Weissman, ESL Instructor, Berkeley Adult School, Berkeley, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 45-60 min.

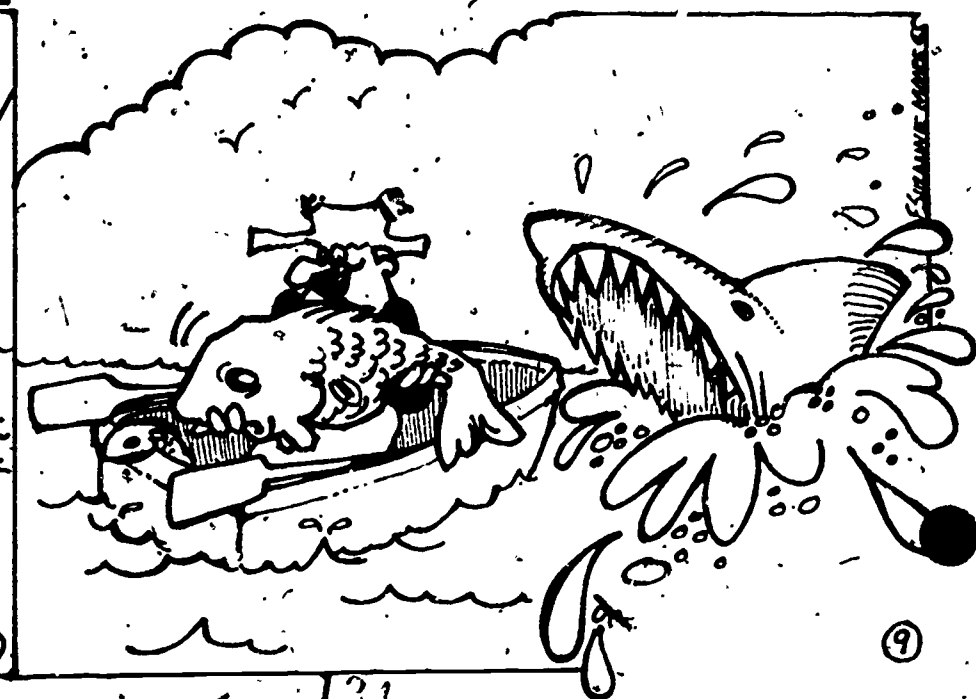
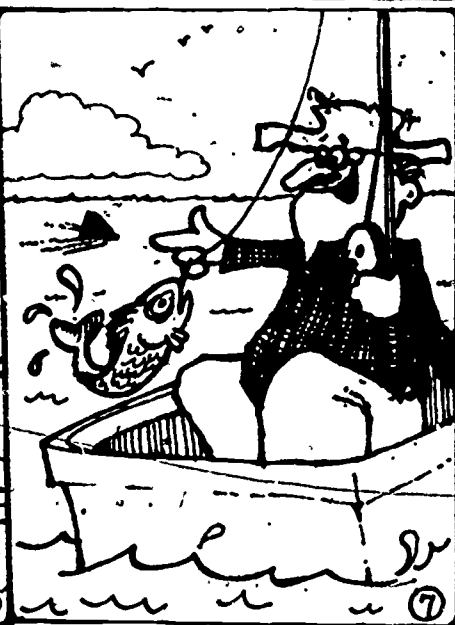
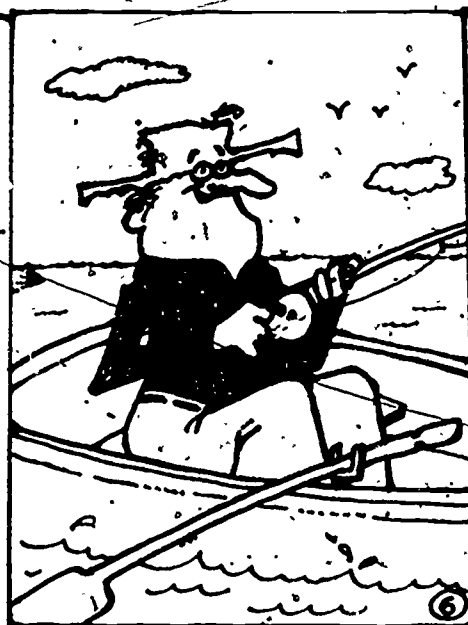
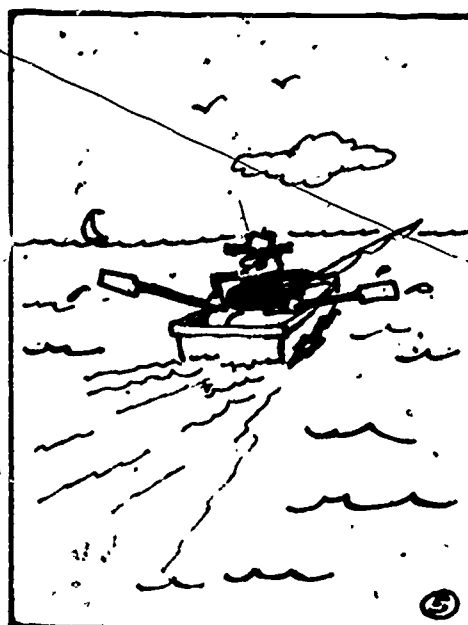
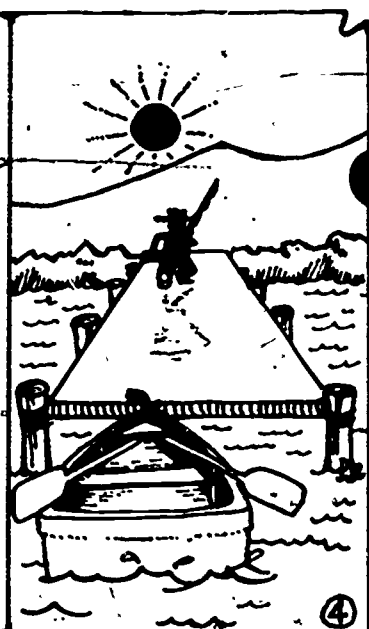
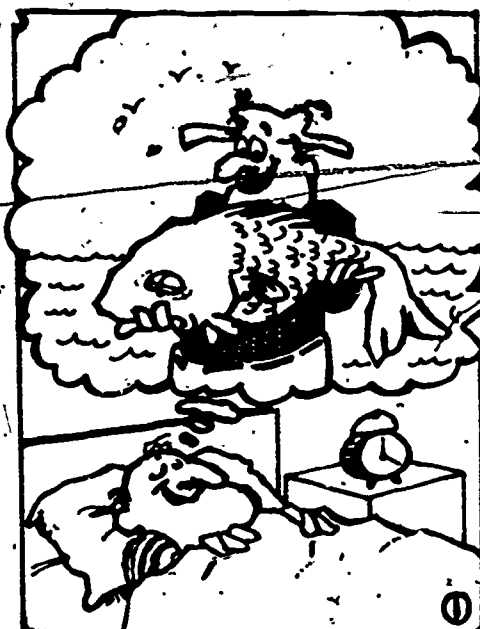
PURPOSE: To have students learn to relate a series of events clearly and completely

MATERIALS: A cartoon strip story containing 5 to 9 frames, photocopied or dittoed for students

PROCEDURE:

1. Over a period of a few days prior to the paired exercise, do some whole-group storytelling to give students an opportunity to learn some of the necessary techniques: describing settings, connecting events, noting important details.
2. On the day of the paired storytelling activity, assign one partner the task of storyteller and the other the task of listener and reteller.
3. Give the cartoon story to the storyteller. Instruct the listener not to look at it.
4. Explain the following process to the group:
  - a. The storyteller tells the story to the partner as clearly and completely as possible. The partner may ask questions or request more information or detail. The teacher should circulate around the room, offering help if it is needed.
  - b. After the story is completed, the partner must retell the story. The storyteller listens without comment.
  - c. After the story has been retold, both partners look at the pictures and discuss any problems that they think existed in the telling or retelling process. (Allow students to ask for help.)
5. Next, have each student write the story alone. Collect and correct papers.
6. Variation: Choose volunteers to act out the story. This role-playing exercise should be oral, not written, although it can be rehearsed beforehand.

(Over)



**SUBJECT AREA:** CONVERSATION

**TOPIC:** Strip Stories

**CODE:** Lis/Sp

**REPORTER:** Lynn Katherine Tietzworth, Instructor, ESL Dep't., UC Berkeley, Berkeley, CA

**LEVEL:** All levels

**APPROX. TIME REQ.:** 20 min.

**PURPOSE:** To provide motivation for clear pronunciation and communication; to provide context for conversational diversifiers, such as interruption, request for clarification, and disagreement; to involve all class members in listening, speaking, and decision making.

**MATERIALS:** One anecdote, cut into parts (as many parts as class members)

**PROCEDURE:**

1. Find or write an anecdote which can be divided into as many parts as there are students in each of two or three groups. Use complete sentences only. The content of the passage should provide a clear required order for the sentences. Example:

Alfred Hitchcock was a famous motion picture director.  
He loved good food.  
Once he was invited to dinner.  
There the hostess served very small quantities of food.  
His appetite was not satisfied at all.  
Finally, coffee was served while the guests talked.  
"I hope you'll dine here again," said the hostess.  
"Certainly," said Hitchcock.  
"Let's start now!"

2. Write the sentences, each on a separate line, and cut the paper into segments.
3. In class, give the students one segment each. Tell them to memorize the sentence(s). If they do not understand a word, help them individually.
4. Explain that their task is to reconstruct the story. Let them decide upon the order in which each student will recite his/her sentence.
5. When consensus is reached, have the story told straight through by each group.
6. Variation: This can be followed by a dictation, written by the entire class, in which each sentence is read by its "owner". The rest of the class may require the reader to repeat or spell something. The result will also be that each student has a copy of the story for future review.

SUBJECT AREA: CONVERSATION

TOPIC: Shape

CODE: Sp/Wr

REPORTER: Julian Bamford, ESL Instructor, Evans Community Adult School,  
Los Angeles, CA

LEVEL: All levels except very beginning APPROX. TIME REQ.: 25 min.

PURPOSE: To stimulate the use of the imagination through description

MATERIALS: One dittoed copy per group of three students

PROCEDURE:

1. Prepare a ditto with the question, "What am I?" at the top and a large representation of a shape, the simpler and more ambiguous the better. Three sample shapes are given below. Use only one of the shapes at a time.



2. Divide the students into groups of three, and pass out one ditto per group. Tell the students they have five minutes to write down as many different answers to the question as they can. The idea is to get as long a list as possible, so that they must let their imagination flow. They can turn the shape any way they wish. Sample answers for the shape on the left above might be: a little man with a big nose; a cup; a truck with a wheel missing, etc. Give the students a few examples like this to start the activity.
3. After five or ten minutes, call "time." Ask the members of each group how many answers they have, and applaud the winner. Then, according to the size of the class, have a spokesperson for each group read aloud the group's list, or ask students to volunteer answers at random until time is up. At the end, the most imaginative group can be identified.
4. Discuss and clarify any new vocabulary.
5. Variation: For the bulletin board or school newspaper, have students compile a master list of all the answers discovered by the class.



SUBJECT AREA: CONVERSATION

TOPIC: Conversational Formulas

CODE: Lis/Sp

CONTRIBUTOR: Judith Tanka, ESL Instructor, American Language Center, UCLA,  
Los Angeles, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 20 min.  
each day for five days

PURPOSE: To teach students basic conversational formulas necessary in everyday social encounters

MATERIALS: Dittoed handouts

#### PROCEDURE:

1. Ask students if they have ever been in a social encounter where they did not know the proper response and therefore felt uncomfortable.
2. Tell students that it is your birthday today. After a few say: "Happy Birthday!", have the whole class repeat it.
3. Tell students that you have just bought your first new house. Some students should say, "Congratulations!". If no one says it, ask the class, "Aren't you going to congratulate me?"
4. Tell students that, although these were only examples, in certain situations everyone is expected to respond with standard conversational formulas or expressions.
5. Distribute dittoed sheet (See example on next page.) and go over it carefully, playing the part of the speaker, while students answer in unison.
6. Throughout the activity, answer questions that arise. Ask students if they know additional responses for each situation, as the list is not exhaustive.
7. Follow up activity: Set up role-playing situations to elicit the conversational formulas practiced previously.

#### Example:

- A tells B that he/she has just got a divorce.
- A shows B her new engagement ring, etc.

Present the situations on the board or show pictures with the appropriate situation. Emphasis should be on spontaneity.

(Over)

SITUATION	YOU SAY	ANSWER
I. Greeting	Hello, how are you? Hi!	-Fine, thank you. -OK -So-so (Sometimes no answer is necessary.)
II. First meeting	How are you doing?	-How do you do?
III. Leaving after first meeting	It was nice meeting you.	-It was nice meeting you, too.
IV. Accidentally bump into someone	I'm sorry. Excuse me. Pardon me.	-That's all right.
V. End of the week	Have a nice weekend!	-Thanks! You, too! -Same to you!
VI. Someone helped you	Thank you very much. I appreciate it.	-You're welcome. -Don't mention it. -It was my pleasure.
VII. Compliment	Oh, you look so nice today.	-Thank you.
VIII. You sneeze	Excuse me.	-God bless you. -Bless you.
IX. After a party	Thank you for the party. I enjoyed myself very much. Thank you for the nice evening.	-It was my pleasure. -Thank you for coming. -It was nice having you. -Come again. -Drive carefully.
X. After a date	I had a good time. Thank you for a nice evening. I really enjoyed myself.	-So did I! -It was my pleasure. -Let's do it again some time.
XI. Someone has just died	I'm so sorry to hear that.	-Thank you.
XII. Talking to a sick person	I hope you'll feel better. Take care of yourself.	-Thank you. -I will
XIII. Birthday	Happy Birthday!	-Thank you.
XIV. Anniversary, Wedding, Engagement, Graduation, New baby	Congratulations!	-Thank you.
XV. After an important call	Thanks for calling.	-You're welcome.
XVI. You can't hear or understand	Pardon me! Say that again, please. Please repeat that.	
XVII. Drinking a toast	Cheers! To your health!	-Cheers! -To your health!
XVIII. Regret	Sorry, I can't come to your party Saturday.	-Oh, that's too bad. -I'm sorry to hear that.
XIX. Speak to a stranger	Sir! (man) Ma'am Miss! (woman)	



**SUBJECT AREA:** CONVERSATION

**TOPIC:** Introductions

**CODE:** Lis/Sp

**CONTRIBUTOR:** Patricia Werner de Poleo, Instructor, English Language Program,  
University of California, Santa Barbara, CA

**LEVEL:** Intermediate

**APPROX. TIME REQ.:** 20-35 min.

**PURPOSE:** To use structures and vocabulary previously studied in semi-controlled, practical situations

**MATERIALS:** 3x5 cards; key phrases dittoed or on chalkboard

**PROCEDURE:**

1. Review introductions and personal descriptions. For example: "I am from...; I work....."
2. Shuffle the 3x5 cards, and pass out two to each student.

<p>Marie, 28 years old, from Switzerland, airplane pilot and skier</p>	<p>Doug, 19 years old, from Korea, likes museums and jazz</p>	<p>Odelmo, 32 years old, from Venezuela, worked in oil fields, scuba-dives</p>
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3. Group students in twos, threes, or fours, and give them five minutes to practice introducing each other.
4. Allow groups to volunteer to begin; if no group volunteers, choose a group likely to be comical or relaxed to help relieve anxiety.
5. Variation: Pair students and have them discover about each other something new and unknown to the class. Then have each one of a pair introduce the other to the class, including this new information. Limit the time for each presentation so that all students will have the opportunity to introduce and to be introduced.

SUBJECT AREA: CONVERSATION

TOPIC: Introductions

CODE: Lis/Sp/Re/Wr

REPORTER: Ann Hope, Bilingual Instructor, San Ysidro School District,  
San Ysidro, CA

LEVEL: Advanced

APPROX. TIME REQ.: 2-3 min. per  
student

PURPOSE: To introduce oneself to the group by describing six aspects of  
one's personality

MATERIALS: Chalkboard; paper

PROCEDURE:

1. On the chalkboard, draw a diagram of six areas to be discussed in an introduction.

An Introduction	
something I do well	a success in my life
a problem	a responsibility
If I had one year of free time and enough money, I would.....	one word of self-praise  one word of self-criticism

2. Have each student introduce himself/herself, by describing himself/herself in each of the six areas.
3. Accept questions for further discussion.
4. Variation: Have students work in pairs to introduce each other.

SUBJECT AREA: CONVERSATION

TOPIC: Role-Playing

CODE: Lis/Sp

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA  
Consultant, Teacher-Training, TEFL, SF State Univ.,  
San Francisco, CA

LEVEL: Advanced

APPROX. TIME REQ.: 40 min.

PURPOSE: To facilitate oral use of English in real life situations

MATERIALS: Cards with situations written on them; plastic or cardboard cubes with names of roles written on them; two cubes of different colors on which are written four different characters (grandmother/grandson/daughter; father/daughter/son; mother/daughter/son; blind person/business person; office worker/boss; laborer/employer; skilled craftsperson/buyer; salesperson/buyer)

#### PROCEDURE:

##### Card situations:

1. Two chairs are placed in front of the class. Either a situation is described by the teacher or cards with situations written on them are pulled out of a hat. Two students are invited to come up and create a conversation based on the situation. This is always controversial. It can be child and parent with the child's request for the car and the parent's refusal; or the parent is trying to get the child to clean up his/her room; or two persons who live together talk about housekeeping chores: both work (or go to school) and one feels the other is not doing his/her share; two persons meet after one has missed an appointment and did not call (one of the two feels abused); employer/employee: the employer thinks that the employee is not cooperating or working to capacity or the employee thinks that he/she is not being used to his/her capacity and is being underpaid.
2. The situation can be controlled or loose. The level of control is up to the teacher. The dialog begins. At any point in the dialog, any member of the audience (class) can call Freeze and go to the front of the room to take either of the roles and to continue the dialog; or two people can go up and an entirely different conversation can take place. The teacher can also call Freeze and select one or two different people for the dialog.

##### Cube-game:

1. Use cardboard cubes with names of roles written on them, e.g.: (pick up the grandmother-to-the-buyer sequence from materials)
2. Seven-to-eleven people are selected to sit in a semi-circle facing the class. Two people on the ends roll the cubes. Whatever turns up (mother, grandfather, blind person, etc.) on the cubes becomes the character that person must represent. Numbers on the cubes correspond to a list of places where

the conversation takes place (the laundromat, the park, a bar), or a list of places can be put on the board. The teacher then selects the location for the conversation. A situation is pulled from a hat, and the two participants have three minutes to create a conversation. If it is grandfather and a young person, for example, the situation is that the young person wants to leave home and to look for a job in another city; the grandfather's role is dissuasion. If the situation is teenager vs. adult and the situation is general unhappiness with parental discipline, the role of the adult can be either supportive or critical.

Note: The possibilities offered by the technique require some thought and preparation by the teacher and an ability to be sensitive to the willingness of the students to explore sensitive areas. They provide an opportunity for students to talk about problem areas in their own lives through acting out.

The situations suggested in the Procedures above are deliberately incomplete. It is important for the teacher who selects this technique to create situations and roles he/she is comfortable with and is willing to explore.

SUBJECT AREA: CONVERSATION

TOPIC: Role-Playing

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA  
Consultant, Teacher-Training, TEFL, SF State Univ.,  
San Francisco, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 40-50 min.

PURPOSE: To facilitate oral use of English in real life situations; to practice using the adverbs of frequency

MATERIALS: Pictures; photographs; cartoons; situations described in writing on cards

PROCEDURE:

1. The teacher selects a situation or picture showing two people engaged in a conversation.

Example: Teacher says,

"This situation is in front of a vending machine (or in a laundromat or in an airport, etc.). You will create a dialog with a partner in this location. The only requirement is that you use the word usually or frequently or sometimes somewhere in your dialog. You will have fifteen minutes in which to do this."

2. The teacher divides the class into pairs. Each pair of students devises a dialog around the situation. Each pair writes out the identical dialog. The teacher moves through the classroom, advising, answering questions.
3. Time is called, and students are called forth to play out their dialog for the class.
4. The students take their dialog home to be re-written as reported speech.

SUBJECT AREA: CONVERSATION

TOPIC: Human Qualities, Feelings, Class Relationships CODE: Lis/Sp

CONTRIBUTOR: Janet Hafner, Instructor, Bilingual Ed., Palomar Community College,  
San Marcos, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 50 min.

PURPOSE: To provide a visual stimulus which centers on feelings, attitudes, beliefs, and values in different cultural, economic, and geographic situations to lead the student to active discussion of these topics

MATERIALS: Text; magazine; or newspaper pictures

PROCEDURE:

1. Show a picture to the students. Allow sufficient time to study it carefully.
2. Identify uncommon, unknown objects. Establish what the objects are used for and the manner in which they are used.
3. Decide on one of the following class activities:
  - a. Identify feelings
  - b. Identify communication patterns
  - c. Analyze activities in the picture
  - d. Discuss geographic similarities and differences
  - e. Develop sequential relationships
  - f. Do problem-solving
4. Once the activity has been selected, introduce questions which will lead the student to consider that specific aspect of the picture which is being considered.

Example: Activity - problem solving  
Questions used by teacher:

- a. What kind of problem does the person in the picture appear to have?
  - b. How does he/she feel about the problem?
  - c. What do you think he/she will do to solve the problem?
  - d. What things might he/she do before he/she tries to solve the problem?
  - e. If you had this problem, what would you do? Why?
  - f. What kinds of problems are easier to solve? Why?
5. During the discussion, write new vocabulary and idioms on the board.
  6. Have the class summarize what they have discovered about the picture.

**SUBJECT AREA: CONVERSATION****TOPIC:** Functions of Apologizing and Forgiving**CODE:** Lis/Sp/Wr**CONTRIBUTOR:** Melanie O'Hare, ESL Instructor, San Diego Community College District, San Diego, CA**LEVEL:** All levels**APPROX. TIME REQ.:** 60 min.**PURPOSE:** To enable students to apologize and forgive in the appropriate manner**MATERIALS:** Chalkboard; dittoed materials**PROCEDURE:****1. Introduction:**

- a. Teacher demonstrates an apology by "accidentally" bumping into a student and apologizing. For example: "Excuse me. I'm sorry. Did I hurt you?"
- b. Student offers an appropriate response, helped by classmates, if necessary.
- c. Teacher practices this exchange with several class members.
- d. Then students practice in pairs.
- e. Next, elicit from students, and list on the chalkboard several different phrases for apologizing and forgiving, such as the following:
 

Pardon me.	Certainly.
Oh! I'm sorry.	That is quite all right.
Oh, no! Are you okay?	Sure. Don't think about it!
- f. Discuss register (i.e. the appropriate language for the particular communicative act proposed) in relation to the exchanges listed, e.g. When would you say this? Who and to whom? Under what circumstances?

**2. Dialogs and Discussions:**

- a. Distribute to students a dittoed handout containing dialogs. Ask students to guess the relationship of the participants. Use your students' names whenever appropriate.

**Examples:**

- 1) Yesterday Maria borrowed Manuel's book. She promised to return it today, but she forgot.

Maria: Your book! I forgot! I'm sorry.

Manuel: Don't mention it. I don't need it today.

Is Maria sorry? How do you know?

Is Manuel angry? Why not?

What if he had said only "Never mind"? Would you still think he wasn't angry?

(Over)



- 2) Atra's husband forgot to bring home the meat for dinner. They are having guests in half an hour.

Ali: I forgot the meat. I'm really sorry.

Atra: Oh, no! Oh, well, I think I have enough without it.

Is Ali very sorry? How do you know?

Is Atra angry? Does she change her feeling?

- 3) Neusa enrolled in our class three days ago. She is very shy. She meets Kenzo walking from the bus stop, and she accidentally knocks his books out of his hands.

Neusa: Oh, excuse me, Kenzo. How clumsy of me! Let me help you.

Kenzo: That's not necessary, Neusa. No harm done!

Whose fault is this accident?

Whom does Neusa blame?

Is Kenzo angry with her?

Does it make any difference that they use each other's name?

Does it sound nicer to you? More polite or more friendly?

- 4) The teacher has invited Yolanda to lunch. When it is time to leave the restaurant, the teacher discovers she does not have any money.

Teacher: Please, forgive me. I'm so sorry! I'm so embarrassed!  
I must have left my wallet at home.

Yolanda: Please don't worry about it. I have enough money with me.

How does the teacher feel?

Does Yolanda blame her?

Why is the teacher so embarrassed?

Is the teacher's apology different from the others?

More formal or informal?

What if Yolanda had said, "Well, it's a good thing that I remembered my wallet!"

- 5) The bus is crowded. Lillian is standing in the aisle. The bus stops short. Lillian steps on a woman's foot.

Lillian: I'm terribly sorry. Did I hurt you?

Woman: No, it's quite all right. Crazy drivers!

Whose fault is this accident?

Is Lillian embarrassed for herself or worried about the woman?

Does the woman blame Lillian?

(See next page.)

- 6) Haya (a small person) is waiting in line at the movies. A very tall man cuts in front of her.

Haya: Excuse me, but the line is behind me!

Man: I am sorry. I didn't notice you. Please go ahead.

Is Haya apologizing when she says "Excuse me"?

Why does she say that?

Why does the man say, "I didn't notice you"? Is he embarrassed?

3. Role-playing (Whenever possible use names and situations from the students.)

- a. Marcelo is kicking a soccer ball. It accidentally hits his friend Alberto on the shoulder. Marcelo apologizes and then invites Alberto to play, but Alberto has to go to the immigration office. (Use this same situation, but have the ball hit an elderly man sitting on a bench).
- b. Dieu asks Bo where to buy an inexpensive radio. Before Bo can answer, his younger son interrupts with another question. Bo corrects him, asks for an apology, and the child apologizes. Dieu and Bo continue their conversation.
- c. Adela has her boss and her boss' husband for dinner. She is very nervous, and she burns everything. She apologizes profusely and then invites them to go out to eat.
- d. Shu Tong is waiting for Mansour at the bus stop. Mansour is late, and he apologizes because they miss the bus. The next bus is in 15 minutes.

4. Next, from the students elicit personal experiences in which they have had to apologize or forgive. These could comprise a follow-up set of role-play situations.

5. Follow-up Activities:

- a. Additional response for apologizing and forgiving
- b. Both forgiving and unforgiving responses are learned, these to be contrasted in the same lesson through role-playing
- c. Written exercises to be included after the oral practice:
  - 1) Give the students a number of situations and have them choose an appropriate response from two or three or write an appropriate response.
  - 2) Have the students write situations and dialogs in pairs or small groups.

SUBJECT AREA: CONVERSATION

TOPIC: Emotions in the Past Tense

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Linda Gillette, Instructor, San Francisco Community College Dist.,  
Mission Center, San Francisco, CA

LEVEL: Advanced Beginning/Intermediate      APPROX. TIME REQ.: 40 min.

PURPOSE: To learn the vocabulary of emotions and how to express oneself  
with that vocabulary

MATERIALS: Dittoed Materials (See example, below.); pictures showing emotions

PROCEDURE:

1. Show pictures, and drill the class in sentences, using the adjective of the emotion shown by the picture.
2. Give students the dittoed sheets. Go over Part A (Sentences) with them in class, and then let them complete Part B on their own.

#### EMOTIONS

##### A. Sentences:

- |                  |  |
|------------------|--|
| 1) I felt _____  | when my grandfather died.                      |
| 2) I felt _____  | when I flew in an airplane for the first time. |
| 3) I felt _____  | when my friend lied to me.                     |
| 4) I felt _____  | when I lost a game.                            |
| 5) I felt _____  | when my friend gave me an expensive present.   |
| 6) I felt _____  | when my friend gave me a cheap present.        |
| 7) I felt _____  | when I failed an examination.                  |
| 8) I felt _____  | when I passed an examination.                  |
| 9) I felt _____  | when I got to sleep in late on Saturday.       |
| 10) I felt _____ | when I had to get up at 5:00 A.M.              |

##### B. Complete the following sentences, using your own experiences and words:

- 1) I felt excited when.....
  - 2) I felt frustrated when.....
  - 3) I felt afraid when.....
  - 4) I felt surprised when.....
  - 5) I felt.....
3. After the students have completed the exercises, they are prepared to be divided into conversation groups where they take turns asking and answering the same question. For example: "How did you feel when you arrived in the U.S. for the first time?" etc.
  4. Variation: More advanced students could use the exercise by changing to "I would be afraid if..." More advanced students could also create their own interview questions.

**SUBJECT AREA: CONVERSATION****TOPIC:** Advice Column Pairs**CODE:** Lis/Sp/ Re**CONTRIBUTOR:** Lynn Katherine Tietsworth, Instructor, ESL Dep't., UC Berkeley, Berkeley, CA**LEVEL:** Intermediate/Advanced**APPROX. TIME REQ.:** 1 hour**PURPOSE:** To review modals and conditionals; to exchange ideas on problems of a personal nature**MATERIALS:** A collection of advice column letters (Dear Abby, etc.), each cut out and mounted on a card or paper, at least one for every two students, with extras, as well. (Advice answers should be omitted.)**PROCEDURE:**

1. Introduce the idea of advice columns. Then read a sample letter. Solicit students' advice on that situation. As each potential solution is offered, write it on the board. Use a different grammatical construction for each one. Thus, your students' suggestions will appear on the board, simultaneously providing a review of the necessary constructions:

She should.....If I were she.....If she doesn't.....such and such will happen...unless.....She ought to.....She can't possibly.....

2. Read the answer to the original letter, and discuss advantages and disadvantages to various solutions, stating the reasons for the advice.
3. Now give every two students one problem letter (without the answer). Instruct them to read it with their partner and to be sure they understand the person's problem. Tell them they need to be able to re-tell the problem without the card. Circulate among them to help with questions. Tell them to discuss solutions with their partner and to formulate advice.
4. When two pairs are ready, get them to face each other. Pair A explains the problem-"their" person has to Pair B. Pair B asks for any desired clarifications. Pair A responds. Pair B gives their advice. Pair A concludes with their advice.
5. When Pairs A and B have finished, instruct one of the pairs to exchange places with another finished pair elsewhere in the room.
6. The process begins again. If one member of Pair A explained the problem last time, let the other member do it this time. In repeating the process, Pair A gets to tell their problem and discuss it a number of times, improving each time, but they do not get bored because each time they have a new audience and new feedback.

**Note:** It is worth looking for good letters. Once you have a set, they can be re-used with class after class. Look for basic moral issues: marriage, honesty, child rearing, position of women/in-laws/parents, career, moving, etc.

SUBJECT AREA: CONVERSATION

TOPIC: Review of Present Tense of Verbs to like,  
to have, to need, to want in First and  
Third Person

CODE: Lis/Sp/Wr

CONTRIBUTOR: Sharron Bassano, Instructor, Santa Cruz Adult School, Santa Cruz, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 45 min.

PURPOSE: To practice present tense questions, negatives, and statements  
in first and third person; to express personal interests and concerns

MATERIALS: 18" construction paper; magazines or catalogues; glue; scissors

PROCEDURE:

1. Give students one large piece of construction paper, old magazines or catalogues, scissors, and glue sticks.
2. Show them some samples you have already made. Ask them to find pictures of seven objects and to cut and glue them on the "poster." These pictures are to be labeled:
 

I have \_\_\_\_\_  
 I don't have \_\_\_\_\_  
 I want \_\_\_\_\_  
 I need \_\_\_\_\_  
 I like \_\_\_\_\_  
 I don't like \_\_\_\_\_
3. When the project is completed, ask the students to read their labeled projects to the class or to small groups.
4. Post the projects around the room, and practice, in groups or as a class, such structures as:
 

"What does Nicolas like?" "He likes dogs."  
 "Does Jesús like cigarettes?" "No, he doesn't!"  
 "Does Steven need a jacket or a hat?" "He needs a hat."
5. Variation: Have students add words and phrases cut from the magazine or have their labels be more detailed, such as: "What I really need is....Something I'd like to have, but it's too expensive...I have always wanted...I never have liked....."

**SUBJECT AREA:** CONVERSATION

**TOPIC:** Folktales

**CODE:** Lis/Sp

**REPORTER:** Sandra Blumenfeld, ESL Instructor, Hennepin Technical Centers,  
Hopkins, MN

**LEVELS:** Intermediate/Advanced

**APPROX. TIME REQ.:** 3-5 min.

**PURPOSE:** To stimulate conversation; to make students aware of the fact that in many respects they are alike

**MATERIALS:** Chalkboard

**PROCEDURE:**

1. Tell the students that you are going to start telling them one of the popular fairytales or folktales. (Try to use well-known ones, such as Cinderella.)
2. Tell the students that you will stop at some point early in the story and that they will have to continue telling the story. (What usually happens is that the student will recognize the story and supply the details according to the version he/she knows.)
3. Write any new vocabulary words on the board as they come up during the story.
4. If the story ends before everyone has had a chance to participate, have the remaining students either (1) retell the story, (2) retell parts of it and change it to fit their version, or (3) ask questions about the moral of the story.

**Note:** Folktales from the cultures of the students are also suitable because of the universal elements of human nature which they usually represent.



**SUBJECT AREA:** CONVERSATION

**TOPIC:** Listening Anecdote

**CODE:** Lis/Sp

**CONTRIBUTOR:** Julian Bamford, ESL Instructor, Evans Community Adult School,  
Los Angeles, CA

**LEVEL:** All levels, level based on vocabulary and grammar used

**APPROX. TIME REQ.:** 5 min.

**PURPOSE:** To practice listening comprehension; to review previously learned material in communicative context; to raise tolerance for ambiguity

**MATERIALS:** None

**PROCEDURE:**

1. Prepare ahead of time a short, personal anecdote of about ten sentences, with questions based on it. Although based on previously learned material, the anecdote may include material not yet covered by the class if the students know enough to understand the general sense. Questions can be based on who/what/where/when/how/why. For example, the following first few lines of an anecdote for a Level I class which has not yet studied the past tense are these:

Last night I felt tired.

-How did you feel?

-When did you feel tired?

I stayed home.

-Where did you stay?

I ate dinner at 7 o'clock.

-What did you do?

-What time did you eat dinner?

I had fish and salad and bread, and then I had some tea.

-What did you eat? etc.

2. Relate the anecdote in class line by line, following each line with questions. These can be answered chorally and/or individually. (Comprehension is more important in this activity than absolute accuracy when answering.) Finally, repeat the whole anecdote without the questions.

**Note:** Use this as a quick oral warm-up two or three times a week or even daily. Press the students by increasing the speed as the days go on.



**SUBJECT AREA: CONVERSATION****TOPIC:** Color Associations**CODE:** Sp/Wr**CONTRIBUTOR:** Camy Condon, Coordinator, IRAP-Project, International Institute for Urban and Human Development, San Diego, CA**LEVEL:** All levels**APPROX. TIME REQ.:** 5 or more min.**PURPOSE:** To stimulate the association of vocabulary words with simple colors**MATERIALS:** Pieces of colored paper or cloth**PROCEDURE:**

1. The teacher holds up one color. The class responds, "red." The teacher elicits associations with the color from the students: "red...red flower, red dress, red book," etc.

The vocabulary may be taken from objects seen in the room or from the imagination of the students.

2. Advanced students may pass the colored paper (e.g., green) around the room, completing a sentence such as, "Green reminds me of the vegetables in my garden at home."
3. After the oral activity, the teacher divides the class into small groups for a writing exercise. First, the teacher has each group take a color and write a list of things they identify with that color. Next, the teacher has the students write sentences referring to their color. Finally, the students write a paragraph or short story.

**SUBJECT AREA:** CONVERSATION

**TOPIC:** Easy Debates

**CODE:** Sp

**CONTRIBUTOR:** Camy Condon, Coordinator, IRAP-Project, International Institute for Urban and Human Development, San Diego, CA

**LEVEL:** Advanced

**APPROX. TIME REQ.:** 20-30 min.

**PURPOSE:** To encourage thinking on two sides of an issue and to reply to spontaneous challenges

**MATERIALS:** Chalkboard

**PROCEDURE:**

1. On the board, write a list of simple contrasting items or topics, such as:

fire - water	dogs - cats
wood - metal	tennis - golf
summer - winter	rice - bread
riding a bicycle - driving a car	meat - vegetables
one child - four children	TV - books
big house - little house	

2. Divide the class into two teams or invite two students at a time to be the debaters. The debate question is, "Which is better, \_\_\_\_\_ or \_\_\_\_\_?" The students begin by taking one side of one of the topic pairs. For example: "I think winter is better than summer because..."
3. The teacher asks for an opposing argument. A student on the other team responds with, "No, I think winter is better than summer because..."
4. Many reasons should be made up to support each argument. Tell the students it is not necessary that they believe in their own argument, but rather they should make up possible reasons why one is better than the other. Many arguments should be given on each side before changing the debate topic.
5. An extension of this activity may be the use of contrasts within one topic alone. For example: "Which is better, to buy fruit because you like it or to buy it when it is in season?"

**SUBJECT AREA: CONVERSATION**

**TOPIC:** Job Interview: Specific Vocabulary  
with Review of Present Perfect

**CODE:** Lis/Sp

**CONTRIBUTOR:** Patricia Werner de Poleo, Instructor, English Language Program,  
University of California, Santa Barbara, CA

**LEVEL:** Intermediate

**APPROX. TIME REQ.:** 20-35 min.

**PURPOSE:** To use structures and vocabulary previously studied in semi-controlled, practical situations

**MATERIALS:** 3x5 cards; key phrases dittoed or on chalkboard

**PROCEDURE:**

1. Review occupations, and list them on chalkboard. Elicit vocabulary specific to each. Pass out 3x5 cards, and have each student write one occupation and accompanying vocabulary per card. Collect cards.
2. Review second-person, present perfect questions using "ever", e.g., "Have you ever worked on a Toyota?"
3. Shuffle and pass out index cards to half of the class. Point out key phrases on handout or on board, e.g., "What is your name...age...address...?"
4. Pair students, and give them five minutes to practice a job interview for the particular position listed on their card.
5. Arrange an office setting in one or two sections of the room. Allow pairs to volunteer to begin; if there are no volunteers, choose a group likely to be comical or relaxed to help relieve any anxieties felt by others.
6. After each interview is completed, students then decide whether or not the applicant is to be considered, giving reasons.
7. After all pairs have finished, the cards may be reshuffled and interviewers become interviewees, if time and interest allow.
8. A follow-up activity, on a subsequent day, is to provide practice and understanding in completing job application forms.
9. Variation: Choose unusual occupations or stack the cards to ensure that most students apply for positions totally out of character.

## SUBJECT AREA: CONVERSATION

TOPIC: Controlled Conversation by Means of Films\* CODE: Lis/Sp

CONTRIBUTOR: Ruth Parlé Craig, Chr. Dep't. Foreign Languages and Dir. Language Lab.,  
Santa Rosa Junior College, Santa Rosa, CA

LEVEL: All levels APPROX. TIME REQ.: 40 min.  
each class hour for 5 hours

PURPOSE: To stimulate controlled conversation as learned from and applied  
to moving picture film sound track

MATERIALS: A 16 mm. film of 10-12 minutes in length, which tells a fairy tale or  
gives information simply, with action, and with a sound track of good  
quality

N.B. The film must be available for five consecutive hours and must  
be previewed to be used effectively

## PROCEDURE:

1. Hour One: Let's look and listen!
  - a. Play the film through one time.
  - b. At its completion, ask the class, first: What did you see?; then: What did you hear? Try to get some response (in one word or in a total sentence) from each member of the class.
  - c. Now play the film through once more. At its completion: What did you hear? You - the teacher - should repeat the word or words after the student, putting them into the complete sentence of the sound track if possible.
2. Hour Two: Let's look and listen!
  - a. Play the film through one time.
  - b. Then say: Let's look and listen and say! asking the students to speak out any word or words they recognize! Then play the film again (bedlam or no!).
3. Hour Three: Let's listen and learn!
  - a. Play the film through one time.
  - b. Then, ask students to say the words as you play it through a second time with no sound track.
  - c. Play the film again with sound track.

**4. Hour Four: Let's remember!**

- a. Ask the students to give you speeches from the sound track of their film (By now the film is theirs!)
- b. Next, play the film with the sound track.
- c. Then, play the film without the sound, asking for six volunteers in advance to do a section as you play it, one person for each section. Do not stop the film.
- d. If time, play the film once more, with the sound track.

**5. Hour Five: Let's speak the sound!**

- a. Assign every student a number in the order in which they sit in the class. Say that you will call a number and that that person is to provide the speaking.
- b. Play the film without the sound track, and let the class enjoy its progress. If a student hesitates in the production, call the next number until all have "had a say". It may require two playings of the film in order to cover the entire class.
- c. Finish by playing the film once more, with the sound track. The class will probably repeat with that sound track as the film progresses.
- d. Use key sentences from the sound track for future drills and extensions.

## IV READING

SUBJECT AREA: READING

TOPIC: The Letter Test, a Reading Placement Test

CODE: Sp/Re

CONTRIBUTORS: Lynn Levy, Donna Ilyin, Sharon Seymour, Instructors,  
Alemany Community College Center, San Francisco, CA

LEVEL: Any level student with a suspected literacy problem      APPROX. TIME REQ.: 15-30 min.

PURPOSE: To evaluate a student's literacy in English by testing his ability to use sound/symbol relationships when reading English; to determine whether or not the student needs to be placed in a special literacy or reading class

MATERIALS: The letter test (See example.)

PROCEDURE: N.B. You may have some students you suspect cannot read, or who tell you they cannot read in English. They may or may not be fluent in oral English, and they may or may not be able to read in their native language. This is an informal test you can use to discover students who need special help with learning to read English, specifically learning to use the sound/symbol relationships in English.

To make the test as realistic as possible, we have constructed a friendly letter and an addressed envelope. The letter and envelope include all the sounds (phonemes) of English represented by their common spellings (graphemes) in high frequency words. They also include all the letters of the English alphabet.

1. Show the student the page with the letter and envelope. Ask the student to read whatever he can. If he does, ask comprehension questions about what was read. For the student who cannot do this, go on to the next step.
2. SKILL I: Reading letters with consonant sounds  
Instruct the student to "Say the sound for these letters (as you point to the appropriate letters: t, b, g, d, n, s, etc.)." Four or six letters are usually enough. This tells you whether or not the student knows how to read the symbols for consonant sounds.
3. SKILL II: Reading words with vowel sounds  
Instruct the student to "Say these words (as you point to the appropriate words; bad/ae/, it/i, not/a/, nice/ay/, etc.)." This tells you whether or not the student knows how to read the common symbols for vowel sounds.
4. SKILL III: Reading words with multiple syllables  
Instruct the student to "Read these words (as you point to the appropriate words: happy, wonderful, general, etc.)." This tells you whether or not the student can use word attack skills to sound out a longer word he/she may be unfamiliar with.



5. Then instruct the student to "Read a sentence - any sentence." After that, "Try to read the letter." Ask comprehension questions to check understanding. This gives you a more complete picture of how the student reads.

After completing this test, you should have a good idea of how well the student knows the sound/symbol relationship in English. Students who can sound out some symbols and words and have some word attack skills do not belong in a literacy class. However, if they have little ability to do this, they will benefit from a literacy class.

SAMPLE: A Letter Test

Joan Long  
General Delivery  
Zoo, Texas 85633

Mr. Charles K. Troy  
247 Azure Street, Apt. Q  
Cook City, Nevada 98109

September 23, 1979

Dear Charles,

Today is a sunny day. It is not a bad day. It is a happy day. It is not a rainy day. This is a wonderful day. Today I'm fine. How are you? Please be good and write.

Best wishes,

Joan

**SUBJECT AREA:** READING

**TOPIC:** Beginning Alphabetizing

**CODE:** Re/Wr

**CONTRIBUTOR:** Sharon Meeker, Instructor, Sacramento City Unified School Dist.,  
Sacramento, CA

**LEVEL:** Pre-literate

**APPROX. TIME REQ.:** 15 min.

**PURPOSE:** To enable students from language backgrounds with a non-conventional alphabet to learn our alphabet sequence; to use a bilingual dictionary without difficulty

**MATERIALS:** Teacher-made dittos

**PROCEDURE:**

1. For basic alphabetizing of letters, make a page of letters scrambled in sequential groups of three, as below. Draw blank lines for students to write the correct order. For example:

b	c	a	_____
			_____
			_____
f	d	e	_____
			_____
			_____

2. When the student has finished, check down the page to see if the alphabet is in the correct order.
3. On a second ditto, scramble letters from anywhere in the alphabet. Keep the letters in groups of three or four for beginning students. Work out an easy formula for fast checking. For example, a page which, when finished, will read, "The cat can sit for two days."

t	e	h	_____
			_____
a	t	c	_____
			_____
			_____

4. For alphabetizing basic words, use two-to-five letter words with different first letters in the same format as above. (e.g.: sun, boy, eat, does, wants)
5. Next, in the same format, use words with the same first letters but different second letters, such as: buy, big, boy.



SUBJECT AREA: READING

TOPIC: Oral Cloze

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sharon Miller, ABE Coordinator, Salinas Adult School, Salinas, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 60 min.

PURPOSE: To sharpen listening comprehension; to practice making linguistic predictions necessary for good reading; to build vocabulary

MATERIALS: Short story of approximately two or three pages; chalkboard

PROCEDURE:

1. Read a short story to the students, instructing them to listen for comprehension and for retelling. (American Folktales is recommended.) The students do not have a copy of the story.
2. Ask the class to tell what happened in the story. A few students may have a general idea, but most will not comprehend much the first time.
3. Read the story a second time, line by line. Write on the board and explain any words, phrases, or ideas the students ask about.
4. Ask the students if they understand the story now. If they respond, "Yes," check their comprehension by having them recount the story orally.
5. Read the story orally again, but omit every seventh word (Cloze procedure). Go around the class, having students guess the next word. If two or three students cannot guess the right word, give it to them and continue. In a class of fifteen to twenty students, go around the class three or four times. Students become better and better at listening carefully and at guessing.
6. Ask questions orally around the class. Begin with factual questions from the story. Then branch out into personal or opinion questions, using the newly introduced vocabulary.
7. As a writing follow-up, have the students summarize the story, using as many of the vocabulary words on the board as they can within a set period of time. This can be a homework assignment.

SUBJECT AREA: READING

TOPIC: Cartoons

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sharon Miller, ABE Coordinator, Salinas Adult School, Salinas, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 60 min.

PURPOSE: To build vocabulary; to encourage students to read in English on their own

MATERIALS: Duplicated copies of Sunday comic strips

PROCEDURE:

1. Distribute copies of a comic strip that has been selected for one or more of the following purposes:
  - a. illustrating idioms (e.g., "She got into hot water with her boss."),
  - b. describing American holidays and customs,
  - c. using topics that lead into conversation (e.g., women's liberation or jealousy),
  - d. presenting vocabulary in context (e.g., clothing, parts of the body),
  - e. making comparisons,
  - f. using cartoons without words to elicit vocabulary and syntax as students describe what is going on in the pictures,
  - g. using native language cartoons to be translated by the class into English.
2. The teacher introduces the cartoon captions orally for story line, pronunciation, and vocabulary. The students listen, repeat, and discuss any difficult vocabulary or idiomatic patterns.
3. Then the students act out the cartoons as mini-dramas.
4. Next, the teacher can focus in on one or several of the objectives listed in procedure #1, depending on the nature of the cartoon.
5. Additional follow-up activities can include these:
  - a. matching exercises on vocabulary or idioms
  - b. writing sentences using new vocabulary items or idioms
  - c. Cloze exercises: filling in words that have been blanked out of cartoons
  - d. students writing their own dialogs (either after or before seeing the original cartoon) with the cartoon bubbles blanked out

**SUBJECT AREA:** READING

**TOPIC:** Mini-Readings on Postcards

**CODE:** Sp Re

**CONTRIBUTOR:** Dr. Marian Webb, Director, TE JL Program, Houston Baptist University,  
Houston, TX

**LEVEL:** All levels, depending on the level of difficulty of the material written about the picture

**APPROX. TIME REQ.:** 10 min.

**PURPOSE:** To read a short selection about a postcard scene; to share the information with group members

**MATERIALS:** Postcards; short dittoed explanations

**PROCEDURE:**

1. Select postcards of local landmarks or street scenes. Buy about five cards of each scene.
2. On a ditto, write a brief description of what the postcard shows. Staple or tape the description to the back of each postcard.
3. Divide the class into small groups, and give each group a set of the cards. Each student reads the description on the back of his/her postcard. Then, one at a time, each student in the group shows the card to the group members, who ask questions about it. The student showing the postcard answers the questions, based on what he/she has read about the scene.
4. For variation, other pictures besides postcards can be used. Sets of cards can be stored in sandwich bags to be available for a quick change of pace.

SUBJECT AREA: READING

TOPIC: Scanning Exercise with Daily Newspaper

CODE: Re/Wr

CONTRIBUTOR: Thomas Tragardh, Instructor, Alemany Community College Center,  
San Francisco, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 20 min.

PURPOSE: To locate and extract information from non-adapted English quickly; to become familiar and comfortable with non-adapted English newspapers, including their special features

MATERIALS: Dittied materials for each student; daily newspaper, one for each student

PROCEDURE:

1. The teacher goes through the newspaper, writing ten questions, each question from a different page, based on easy-to-locate pieces of information. Questions should be based on information that contains a name, location or involves numbers. They should not be "how" or "why" questions that require reading whole sentences.
2. Copy the questions on a ditto master and add at the bottom, "This exercise took me \_\_\_\_\_ minutes to finish". Also, include suggested articles and their page numbers to read for information or pleasure if the student finishes early. Each question should be prefaced with the page number of the article from which it is taken.
3. Distribute a ditto to each student. Go over the questions so that all the students know exactly what they are looking for.
4. Distribute a newspaper to each student. Write the starting time on the board. Have all the students start together. Remind the students to calculate working time as soon as they are finished. In an advanced class, the faster students may take four to five minutes, but most students will take eight to twelve minutes. In an intermediate class, students may take as long as fifteen minutes.
5. When everyone is finished, correct papers in class and assign a percentage score.
6. This exercise should be done once a week for several weeks to be effective. Student scores should be recorded on a progress chart showing both time and percentage score. The objective is to maintain a high percentage score while continually reducing the time needed to complete the exercise.

Note: By choosing special features for a few of the questions (weather reports, want ads, vital statistics, etc.), the teacher can direct interest to newspaper sections before exploring them in depth or guide the students to explore them on their own.



SUBJECT AREA: READING

TOPIC: Newspaper Comprehension

CODE: Sp/Re/Wr

REPORTER: Sharon Miller, ABE Coordinator, Salinas Adult School, Salinas, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: To demonstrate to students that they do not have to read and understand every word to comprehend; to build vocabulary; to interest students in the newspaper

MATERIALS: Newspaper; dittoed article; chalkboard

PROCEDURE:

1. Select a newspaper article of approximately 300-500 words that would be of high interest to the students.
2. Make up eight factual comprehension questions about the article and one or two opinion questions.
3. Write the questions on the board. Read the questions to the students. Make sure they understand the vocabulary.
4. Explain that they will have a limited amount of time (ten to fifteen minutes, depending on ESL level and length of article) to read the material and answer the questions. Stress that good readers do not read word for word and that they can comprehend most of an article without resorting to a bilingual dictionary to look up every unfamiliar word.
5. Distribute the article, and give the students the allotted time to read it.
6. Then let the students answer the questions orally, working out any disagreements in class.
7. This activity can lead to a good discussion if a controversial topic has been chosen.

SUBJECT AREA: READING

TOPIC: Improvement of Reading Skills

CODE: Re

CONTRIBUTOR: Phyllis Manning, ESL Instructor, Language House Inc., Takamatsu,  
Kagawa, Japan

LEVEL: Intermediate/Advanced, level of applicability based on difficulty of example chosen

APPROX. TIME REQ.: 30 min.

PURPOSE: To facilitate rapid reading for meaning through practice in identifying the topic of discourse

MATERIALS: Newspapers and/or magazines

PROCEDURE:

1. Before class, the teacher chooses ten to twelve short articles of general interest from newspapers and/or magazines. For low intermediates, only the title is cut off the article. For high intermediate, the title and the topic sentence are removed. For advanced students, both the title and the first paragraph are removed from the article. The teacher makes a list of the titles. (N.B. The titles should clearly reflect the topic of the article and not be "teasers", such as are commonly used in TIME and other magazines.) For large classes, enough sets of the articles should be copied so that students can work in groups of six to eight each. The list of titles can also be copied so that students can work in groups of six to eight each. The list of titles can also be copied for each student. The titles are numbered from 1 through 6 or 8. The articles are lettered, in colored ink, from "a" through "f" or "h."
2. In class, the teacher either writes the list of titles on the board or distributes copies of the list to the students. The students are told that they will receive a series of articles to "match" with these titles. They are warned that they must read as quickly as possible during the matching exercise and that they will have no time to use dictionaries or ask the meaning of individual words. At this time, they should read the list of titles carefully, with the teacher's assistance if necessary. However, long explanations of the titles should be avoided. Before distributing the articles, the teacher explains that these are lettered in color and that the students should write the letter of each article beside the number of the matching title.
3. Now, each student receives one article. After thirty to sixty seconds (or the amount of time needed by the teacher to complete one identification task two or three times), the teacher calls "time." The students pass the articles to the next person in their group and receive new articles in turn from the preceding group. This timed reading continues until all students in the group have had a chance to read once all the articles. (For very small classes, the articles will be passed in two to four batches.)

(Over)

4. After completing the timed reading, the teacher asks each student to identify the article which he/she is holding and to give his/her best guess as to the correctly matching title. After establishing the correct list of matching letters and numbers, the exercise may be ended. Or the class may go on to the "analysis" phase, particularly if this type of reading is new to the class members.
5. The analysis begins when the teacher asks each student to re-read the article he/she is holding and to underline from one to five words which are the same as, or contain the same idea as, the title. Low intermediates may simply match the topic sentences with the title of the article, but advanced students must deal with more extensive re-phrasing of the main idea. Finally, each of the students reads his/her underlined words to the class. Answers may vary at this stage, but the teacher's praise should re-enforce answers which are succinct and relevant.
6. Further application: This exercise should be repeated at spaced intervals, with different articles on a variety of general-interest topics. It should also be repeated at progressive levels of difficulty for intermediate and advanced students in order to establish the habit of rapid reading for the main idea.

SUBJECT AREA: READING

TOPIC: Following Directions

CODE: Re/Wr

REPORTER: Sandra Blumenfeld, Instructor, Hennepin Technical Centers, Hopkins, MN

LEVELS: Intermediate/Advanced APPROX. TIME REQ.: 10 min.

PURPOSE: To teach students how to read instructions carefully

MATERIALS: Worksheet (See over.)

PROCEDURE:

1. Before distributing the worksheet on following directions, review with the students the terms write (as versus print), upper, lower, add, divide, etc.
2. Instruct the students to read the worksheet carefully before they begin.  
Note: do not read it orally.
3. Distribute the worksheets, printed side down. Tell the class to turn their papers over and begin working. Allow ten minutes time.
4. At the end of ten minutes, stop the activity, and discuss what problems the students had with the exercise and why.

(Over)

Following Directions Worksheet

1. Make sure you read everything on this page before you begin working.
2. Please do not look at anyone else's work.
3. You may not ask anyone for help or speak in your native language.
4. You may work on this for ten minutes.
5. Write your name in the upper left hand corner of this paper.
6. Write your address under your name.
7. Write your telephone number to the right of your address.
8. Write the date today in the lower right hand corner of this paper.
9. Write your teacher's name above the title of this exercise.
10. Write your birthday to the left of the number "ten".
11. Write the year you were born here: \_\_\_\_\_
12. Find and circle the word "worksheet" on this page.
13. Add 8594 and 3659. Put your answer on the line here: \_\_\_\_\_
14. Write your favorite American food here: \_\_\_\_\_
15. Divide 59783627 by 5. Write your answer here: \_\_\_\_\_
16. Draw a square, and put a circle in it. Do it here: \_\_\_\_\_
17. Fill in the missing number. Write your answer here: 22, 23, 24, 26. \_\_\_\_\_
18. Read and do only the first eight directions.
19. Write the current president of the United States name here: \_\_\_\_\_
20. Please turn your paper over, and put it down when you are finished.

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SUBJECT AREA: WRITING

TOPIC: Handwriting in Correct Letter Formation

CODE: Wr

CONTRIBUTOR: Sandra J. Devereux, ABE Instructor, Grossmont Adult School,  
La Mesa, CA

LEVEL: Beginning, including pre-literate APPROX. TIME REQ.: 40 min.

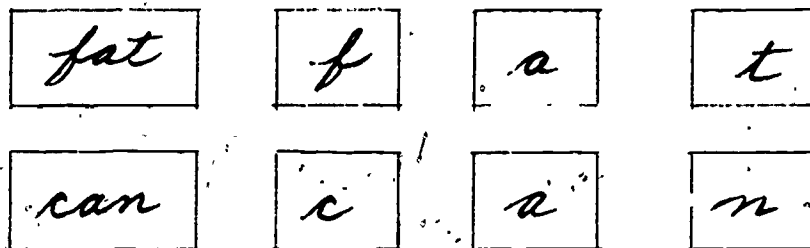
PURPOSE: To give students, especially illiterates or those of other scripts, practice in forming letters and writing short words

MATERIALS: Plastic acetate slip case approximately 8½ by 12 ; 3x5 cards; felt pen; grease pencil or dark crayon; tissues

PROCEDURE:

1. Choose two or three small words to practice for each session.
2. On cards, copy as large as possible each letter of each word. Make one card per letter and one card for each complete word. Use cursive writing.

Example cards:



3. Slip the set of cards for one word inside the slip case.
4. Have the student trace over each letter with his finger several times and then copy, using a pencil several more times.
5. The student then removes the cards and practices writing as large as possible on the plastic acetate case.
6. Now place the whole word card in the slip case. / Trace with finger, then the pencil, and finally write the word without the pattern underneath.
7. As a follow-up activity, give the student a worksheet with several words to practice:

Sample: 1. map \_\_\_\_\_  
2. car \_\_\_\_\_



## SUBJECT AREA: WRITING

TOPIC: Transition to Reading and Writing\*

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Ruth Parle Craig, Chr. Dep't. Foreign Languages and Dir. Language Lab.,  
Santa Rosa Junior College, Santa Rosa, CA

LEVEL: Beginning

APPROX. TIME REQ.: 45 min.

PURPOSE: To introduce reading and writing by means of materials known orally

MATERIALS: Chalkboard; scratch paper for the class; a copy of the first (short) dialog the class has learned

## PROCEDURE:

1. Review orally, in class chorus and then by large segments of the class, the first dialog material the class has learned by heart.

2. Then, ask the class to repeat with you the first speech of the dialog as long as it takes you to write that first sentence on the chalkboard.

Note: Be sure to write large, clearly, and with proper punctuation. Do not print. Cursive leads to better motor-nerve training and consequent speed and accuracy in reading and in spelling. Write the complete sentence on one uninterrupted line on the board; if impossible, then break the sentence at phrase ending.

3. When you have finished writing, immediately have the class repeat that first speech, indicating the phrases with your hands. Next, continue the oral repetition, this time indicating with your hands the essential words in sequence.

4. Repeat this procedure for three, four, or five speeches.

5. Next, ask the class to discover letters or groups of letters which have consistent pronunciation. Develop rules of spelling and pronunciation from vowels, consonants, clusters, and intonation patterns.

6. On a clean chalkboard, now write the initial speech again, large, clearly, and with all punctuation. Keep that sentence on one line. Class repeats the line chorally.

7. Now write that same sentence below the first, with words in exactly the same position as in the first. Do this a third time, while class says the sentence orally.

8. Then explain that they, the students, will copy this. Then they are to bend their papers over, to cover the first three lines. They are to try to write from memory, but explain that they should look at the first sentence rather than write it wrong. When they can write the sentence correctly at least three times without looking for help, they can go to the next sentence of the speech. As you explain the process, you - the teacher - have now written the same sentence six or seven times, one below the other, on the chalkboard.

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(Over)

9. Now pass out dittoed copies of the first (short) dialog the class has learned. Everyone - you and the class - reads in chorus, from top to bottom, at normal speed. Then, read chorally every other speech. Next, read from bottom to top. Then, read from top to bottom again.
10. Next, pass out scratchpaper. Have the class go through the copying process on one, two, or three sentences. Give scratchpaper to take home to finish learning to write the printed dialog.
11. The next day, give a quiz by dictating, at normal speed, each sentence of the dialog. Do not present the sentences in the normal order of the dialog, but keep each sentence intact. Dictate by meaningful groups of words, not word for word, allowing time for the students to write.

Dictate in this manner:

- a. first, read the entire sentence while the students listen;
- b. next, at normal speed read by meaningful groups of words, while the students write;
- c. then, read the entire sentence again, and then proceed to the next sentence.

Note: Do not repeat after the three readings, and allow no interruptions. Interruptions will upset the memory pattern of the entire class and result in confusion. The experience is made up of a voice - the teacher's - reaching the student's ear and arriving on the paper through the student's hand.

12. Dictation quizzes on materials first learned orally and then by reading and writing should be a part of every class session, once reading and writing have been introduced. Old materials should be recycled in the dictations in new combinations.

SUBJECT AREA: WRITING

TOPIC: Spelling and Alphabetizing Names

CODE: Lis/Sp/Re

CONTRIBUTOR: Camy Condon, Coordinator, IRAP Project, International Institute for Urban and Human Development, San Diego, CA

LEVEL: Beginning

APPROX. TIME REQ.: 30 min. on the first or second day of class

PURPOSE: To practice spelling; to learn how to alphabetize, using simple, meaningful material

MATERIALS: 5x8 cards; large felt pen; masking tape; alphabet strip

PROCEDURE:

1. Display an alphabet strip in front of the class. Practice orally the letters of the alphabet.
2. From the students' registration cards or the class roster, spell out the students' first names, and have the class take the names as spelling dictation.
3. Then have each student spell by dictation his first name as the class and the teacher check the original dictation. Make immediate oral corrections of each error and proceed to the next student.
4. Write each name in large letters on a card, and tape the cards on the top of the chalkboard, with the students telling how to arrange the cards in alphabetical order and spelling aloud the names as they are placed. Because some names in the class will likely begin with the same letter, the students will have to learn how to alphabetize using the second and third letters.
5. On the following day, repeat the procedure, using last names, but have each student spell aloud his/her name while the other students take dictation, including the teacher who writes the names on cards. The teacher should repeat each dictated name after it has been given.
6. Variation: The same procedure can be used with other categories, such as nationalities, street of residence, etc.

SUBJECT AREA: WRITING

TOPIC: Double Dictation

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Contee Seely, Instructor, Neighborhood Centers Adult Education Program, Oakland, CA

LEVELS: Intermediate

APPROX. TIME REQ.: 5-20 min.

PURPOSE: To practice giving and taking dictation

MATERIALS: Duplicated copies of texts

PROCEDURE:

1. Prepare for duplication two texts, A and B, such as the following:

---

A

Tell your partner to  
write these sentences:

- 1) He said, "Mr. Lee was here yesterday."
- 2) I'm going to come to school tomorrow.
- 3) I went to visit my friend.

Your partner will tell you to  
write these sentences:

- 4)
- 5)
- 6)

---

B

Tell your partner to  
write these sentences:

- 4) You were my friend yesterday.
- 5) I don't like to eat bananas.
- 6) Miss Martinez will be here on Friday

Your partner will tell you to  
write these sentences:

- 1)
- 2)
- 3)

---

For the first time, select one to three sentences. For subsequent exercises, select more sentences if desired, including a paragraph. Focus on different structures or topics or both, and determine the difficulty according to the level of the class.

2. Duplicate both texts A and B on 8½x11 paper. Afterwards, cut the paper in half.
3. Before distributing the texts, demonstrate the technique the first time in the following way:

(Over)

- a. Have Student X go to the chalkboard.
- b. Move another board to a position where Student X can not see the face of it.

or

Hold or affix a large piece of paper where Student X can not see what is written on it.

- c. Write a sentence on the second board or on the piece of paper. The sentence must contain only material that the class is familiar with, unless the class is advanced.
  - d. Have a second student read the sentence aloud to Student X. Student X writes it on his chalkboard. If he has any difficulty, a third student helps him orally, repeating words, spelling words, giving an example of a word in another context, explaining, etc.
4. Group the students into pairs. Give text A to one member of each pair, text B to the other. The students are now ready for double dictation.
  5. Have everyone do the dictation both ways, helping each other, as in Step 3. It does not matter who reads first or whether partners alternate after each sentence. Make sure all understand that they are not supposed to look at anyone else's paper until both partners are finished.
  6. Circulate around the room to check if they understand. Have the students check their written sentences against their partners' originals.
  7. Finally, go over with the class any problems which may have arisen, e.g., in pronunciation or meaning.

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SUBJECT AREA: WRITING

TOPIC: Sentence Structure, Paragraph Development CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Shirley S. Zoeger, ESL Instructor, Fremont Adult School,  
Los Angeles, CA

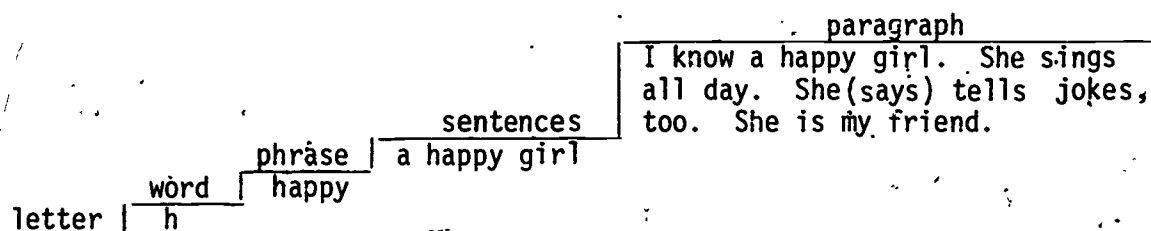
LEVEL: Advanced Beginning/Intermediate APPROX. TIME REQ.: 25 min.

PURPOSE: To stimulate imagination in students' second language; to review use of adjectives and verbs in simple paragraph construction

MATERIALS: Chalkboard; dittoed language ladders; pocket dictionaries

PROCEDURE:

1. Draw on chalkboard a large language ladder (or steps), beginning at the lower left with "letter" and leading up toward the right with "word," "phrase," "sentence," "paragraph". Distribute individual dittoed sheets of same to the students.



2. Assign succeeding letters of the alphabet to individual students, and ask each one to enter a word beginning with that letter; expand it to a phrase, then a complete sentence, then a short paragraph of three or four sentences. Provide several pocket dictionaries.
3. Circulate and aid students with vocabulary, tense, word order, punctuation, capitalization. Encourage originality and humor.
4. Ask for volunteers to read their paragraphs. To check comprehension, ask listeners two or three questions about content.
5. Invite one to three students to copy their language ladders on the chalkboard. Correct any mistakes together; then have the class as a whole read each paragraph.
6. Collect and correct their papers.

## SUBJECT AREA: WRITING

TOPIC: Paragraph Writing through Formation of Questions CODE: Sp/Wr

REPORTER: Jo Serlin, ESL Instructor, Fremont School for Adults, Sacramento, CA

LEVEL: Intermediate APPROX. TIME REQ.: 1 hour

PURPOSE: To create a structured situation in which students can discuss a photo or visual, form questions about it, and write a paragraph by answering their own questions

MATERIALS: Visuals or pictures (preferably those that tell a story and can stimulate students' imagination); dittoed copies; chalkboard

## PROCEDURE:

1. Tape the picture to the chalkboard. If possible, provide smaller copies for the students.
2. Ask students to tell you what they see in the picture and what the story is about. If they need help in getting started, elicit the factual information with some questions, such as:
  - a. How many people are in the picture?
  - b. What are they doing?
  - c. Where are they?
3. After the story has unfolded, have two or three students repeat the story as developed by the class.
4. As the students make statements, repeat the key sentences, and ask the class to change the statements into questions.
5. Write the questions on the chalkboard as the students formulate them. When they are all on the board, have the students place the questions in proper order if necessary.
6. Then, have the students write the answers to the questions. When they have finished, they will have a paragraph telling the story they have just formulated orally. Collect and correct their papers.



SUBJECT AREA: WRITING

TOPIC: Combining Sentences;  
Question Formation

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sally C. Gearhart, ESL Instructor, Indian Valley Colleges,  
Marin Community College District, Novato, CA

PURPOSE: To reinforce students' understanding of word order and methods of combining sentences through written activity; to review question formation through oral activity

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 30 min.

MATERIALS: Groups of flash pictures; felt pens; butcher paper

PROCEDURE:

1. Select groups of verb picture cards (flash pictures) that can logically be put together to form related thoughts. For example, select one figure shopping, another cooking, and another eating.
2. Choose as many groups of flash pictures as you plan to have groups in the class (figuring approximately three or four students to a group so that each can contribute a sentence to the paragraph).
3. Tell the students that you want them to write a paragraph in a group, using the flash pictures as their theme or subject matter. Also tell them the grammar structure you choose to emphasize from their current work for practice. For example, if you wish to work on the future tense affirmative and negative, with the connector but, you might present this sample to the class:

He will go shopping, but he won't cook dinner at home tonight.  
He will eat in a restaurant near his home.

4. Tell the class they will need to encourage each other to write a sentence for the paragraph and that later they will help each other correct the paragraph. Tell them you will assist.
5. Divide the class into several separate groups, giving each group at least one felt-tip pen and some butcher paper. Allow about ten minutes.
6. When students are finished, have each group show its paragraph to the rest of the class, holding up the cards in the order the paragraph follows. Then have the class call attention to errors the group has made. (Correction of errors should be less threatening since the assignment is seen as a group effort).
7. Finally, expand the paragraphs contributed by asking students to write wh questions based on the content of the paragraphs. Then have the students ask and answer their questions orally.

SUBJECT AREA: WRITING

TOPIC: Paragraph Writing for ESL

CODE: Re/Wr

CONTRIBUTOR: Lelia Colleen Catzin, Instructor, California Correctional  
Institution, Tehachapi, CA

LEVEL: Beginning/Intermediate

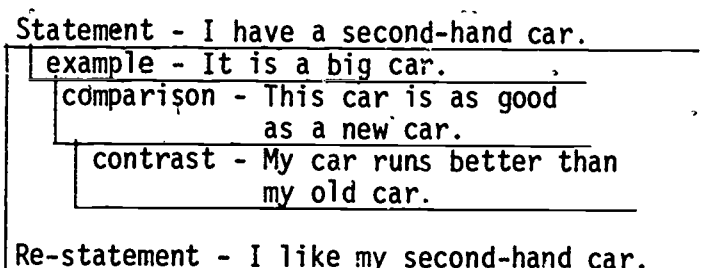
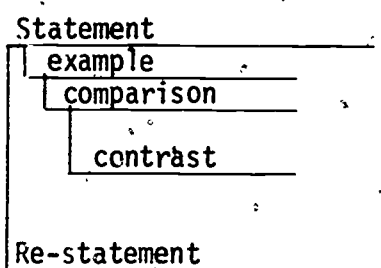
APPROX. TIME REQ.: 40 min.

PURPOSE: To write a simple paragraph of five sentences

MATERIALS: Chalkboard; teacher copy of a picture; class copies of a different  
picture; vocabulary list and diagram; paper

PROCEDURE:

1. Show an interesting picture to the class (teacher copy).
2. Put this diagram on the board:



3. Talk about the picture, asking students for vocabulary to describe it, and write the vocabulary on the board.
4. Write a paragraph by filling in the diagram, using the students' vocabulary. Then re-write the paragraph, indenting the first line.
5. Give each student one of the class copies of a picture, the appropriate vocabulary list, and the diagram outline.
6. Have the students write a paragraph, filling in the diagram.
7. Check their paragraphs, and then have them rewrite their paragraphs, indenting the first line.
8. Have several students read their paragraphs to the class.
9. Put the picture and students' paragraphs on the bulletin board.

SUBJECT AREA: WRITING

TOPIC: Personal Experiences

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Alan F. Porcella, ESL Instructor, Gavilan College, Gilroy, CA

LEVEL: Advanced Beginning/Intermediate APPROX. TIME REQ.: 50 min.

PURPOSE: To encourage students to relate orally their personal experiences and to write about them in simple sentences and paragraphs, focusing on important vocabulary, structure, and pronunciation

MATERIALS: Chalkboard

PROCEDURE:

1. Question students about themselves with respect to a recently studied topic.  
For example:  
Teacher: Last week we studied a unit on health care and emergencies.  
Have you ever had an accident, Samuel?  
Student: Yes.  
Teacher: What happened?  
Student: I fell down the stairs.
2. Correct any errors orally, getting the speaker's approval, as in the following example:  
Teacher: Did you hurt yourself when you fell down the stairs?  
Student: Yes, I break my arm.  
Teacher: When?  
Student: Last year.  
Teacher: Oh, you broke your arm last year.  
Student: Yes, I broke my arm last year.
3. After several students have made statements, ask individual students who have not contributed yet to recall and repeat what has been said thus far.  
Teacher: Josefina, what happened to Samuel last year?  
Student: He broke his arm.  
Teacher: How did he break his arm, Zoila?  
Student: He fell down the stairs.
4. At this point, begin to put the statements into paragraph form on the chalkboard. In writing each sentence, leave underlined spaces in place of one or more key words, endings, or phrases that bear calling attention to: a verb phrase, an irregular form, a pronoun, a preposition. Ask the students as a group to supply what is missing. Before filling in each blank, single out an individual, perhaps one who has not participated yet, to repeat the correct answer. This is a good time to call attention to spelling and to provide briefly any necessary pronunciation practice.

(Over)

5. Now the paragraph is started. To finish it, ask the original speakers for additional information, or if they have recounted all they can, question other students on the same topic. In either case, repeat Steps 3 and 4.
6. When the paragraph is finished, ask the students to read in chorus after the teacher, sentence by sentence. Then have individuals read the sentences. Finally, as the teacher reads the paragraph aloud, have the whole group read along in soft voices.
7. Give the students time to copy the paragraph in their notebook.
8. Ask questions (yes-no), information; either-or) about the paragraph for students to answer orally. Then write (or have a student write) each question on the board for the students to copy in their notebooks to answer later in writing. This is a good time to review relevant structure points and to devise and conduct brief, appropriate drills.
9. Ask a different student each time to make an extra copy of that day's paragraph and questions to give the teacher at the next meeting.
10. In subsequent assignments, students can rewrite the paragraph in various ways. For example, they can change a paragraph that the teacher and they created in the future tense, on how they were going to celebrate Thanksgiving, into past tense, when the class meets again after that holiday.
11. Encourage students to re-read and review these personal paragraphs. When several have been collected, give a test: ask the students to read the paragraphs and then have them answer questions or complete partially formed questions. Or present them with the paragraphs and have them fill in missing nouns, verbs, prepositions, etc. With very low-level students, these missing words can be listed on one side of the page.

SUBJECT AREA: WRITING

TOPIC: Self-Description Writing

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Carolyn Feuille, Vocational ESL Instructor, Valley Vocational Center,  
Los Angeles, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 30-40 min.

PURPOSE: To improve students' writing skills, including expression of ideas /  
and feelings; to help them get acquainted with classmates

MATERIALS: Writing materials for students

PROCEDURE:

1. Review with the students the procedure for writing descriptive paragraphs.
2. Tell the students to write a paragraph describing themselves, including occupation, interests, beliefs, family, personality, etc. The description should not include physical data which would readily identify the author, nor should students put their names on their compositions.
3. Give the students about fifteen minutes to write. Circulate around the room to check on their work. Collect the compositions, and distribute them randomly to the class.
4. Instruct the class to listen carefully as each composition is read aloud. The students then try to guess the identity of the author.
5. Collect the compositions, and correct them.

SUBJECT AREA: WRITING

TOPIC: General Review

CODE: Lis/Sp/Wr

REPORTER: Joanne Abing, ESL Instructor, Franklin Community Adult School,  
Los Angeles, CA

LEVEL: All levels APPROX. TIME REQ.: 30 min.

PURPOSE: To utilize slides for general review of sentence patterns, verb tenses, or information from a specific activity

MATERIALS: Slides of class activities; slide projector; wall screen; dittoed handouts

PROCEDURE:

1. Make slide pictures of a class activity, such as a field trip, project, party, game or demonstration. Try to include all the students in the pictures.
2. Prepare the slide show. Check the projector ahead of time to make sure it is working.
3. Begin the slide presentation, and with each picture ask questions to elicit responses from the students. For example:

What do you see?  
What is Maria wearing?  
Who is with her?  
Is Mr. Lee happy?  
Where are they?  
What are they doing?  
Do you see Lupe?  
Does she have a brown purse?

4. Show the slides again, and develop a class narrative. Ask the students for one or two sentences describing each slide, and write them on the board. Clarify and correct any vocabulary or word order problems at the time. Copy the sentences on a ditto master.
5. The next day, show the slides again; pass out dittoed copies of the class narrative, and have the students read along to learn correct pronunciation and intonation.
6. Variations:
  - a) Create a dialog to go with certain pictures.
  - b) Utilize pictures as a springboard for substitution drills, i.e.:

She's sitting  
eating  
drinking  
looking

You're sitting  
We  
I  
Frank

**SUBJECT AREA:** WRITING

**TOPIC:** Grab Bag Commercials

**CODE:** Sp/Wr

**CONTRIBUTOR:** DeLight E. Garduno, ABE/ESL Coordinator/Instructor, Escondido Adult School, Escondido, CA

**LEVEL:** Intermediate/Advanced **APPROX. TIME REQ.:** 60 min.

**PURPOSE:** To provide students practice in synthesizing information on particular products and using persuasive techniques in the target language; to gain experience in methods of oral presentation before groups

**MATERIALS:** Grab bag of items familiar to the students, such as articles of clothing, grocery items, small household appliances, items found in a medicine chest, cleaning products, etc.; paper for individual students

**PROCEDURE:**

1. Individual students reach into the grab bag and take out an item which they will be responsible for promoting in a 30-60 second commercial to their classmates.
2. Next, the students are given time to organize their thoughts on paper, including such information as price, guarantee, comparison with competitors' products, benefits to the consumer, etc.
3. Finally, the students present their brief oral commercials and demonstrations of the products before the class.
4. The teacher takes notes on significant errors which will be discussed at another time.



SUBJECT AREA: WRITING

TOPIC: Self Introductions

CODE: Re/Wr

REPORTER: Lynn Katherine Tietsworth, Instructor, ESL Dep't., UC Berkeley,  
Berkeley, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: variable  
according to length of writing  
exercise

PURPOSE: To provide students practice in writing items from simple notes  
to informal letters; to provide context for interaction

MATERIALS: One ditto master per student

PROCEDURE:

1. Before the class, write a one-page self-introduction on a ditto master.  
Include such information as name, training, where you live, what you  
enjoy doing, what you do well, and how you feel about the new class.
2. Run it off, saving not only the master, but the carbon and tissue sheets  
as well.
3. In class, after brief oral introductions, distribute your self-introduction.  
Go through it, and explain that the students are to write an introduction  
of themselves in similar fashion, knowing that it is for all the other  
students in the class.
4. Using the re-constructed ditto master as an example, show them how it works.
5. Give each student a ditto master, and review how to use it. Have each student  
write a self-introduction on the master. (This and all follow-up activities  
may be done either in class or at home.)
6. Then, duplicate the self-introductions, collate, and distribute them.
7. For homework, have the students read all the introductions and respond to  
each one on a separate slip of paper. This is a signed note of about  
three sentences. It may be a comment on what that person said about  
himself, a request for more information, or a question the writer wants  
to ask the other.
8. Distribute the response notes to the students. Give them a short break  
in which to read their "mail" and identify the authors. Then have them  
respond in person to questions they have received.
9. Follow-up activities:
  - a. Review an informal letter format. Then make a list of class members.  
Have each student write a one-page letter to the student next on  
the list after his name.
  - b. Collect and redistribute the letters. Have each student respond to  
the letter he/she receives.

SUBJECT AREA: WRITING

TOPIC: A Once-a-Week Personal Letter

CODE: Re/Wr

CONTRIBUTOR: Bruce Coleman, ESL Instructor, Alemany Community College Center,  
San Francisco, CA

LEVEL: All Levels

APPROX. TIME REQ.: 15-45 min.,  
depending on class level

PURPOSE: To provide students practice in writing letters on subjects of personal choice

MATERIALS: Dittoed formats for a personal letter; transparency of format; overhead projector

PROCEDURE:

1. Show a transparency of a letter format on the overhead projector, and explain the mechanics of writing a personal letter.
2. Then discuss a range of subjects for letter writing which would be of probable interest to the students. One simple topic to begin with is the students' plans of what to do on the weekend. Other subjects could include these: a happy birthday letter, a congratulations letter on a new baby, a get well letter, or a farewell letter to a student planning to take a job. Letter writers may refer to fellow students, friends, relatives, or the teacher. For students who do not like a prescribed subject, ask them to write on a subject of their choice.
3. Distribute the dittoed formats (See sample on back of page.), and instruct the students to write their personal letters.
4. For beginning level students who have difficulty writing, emphasize that they need write only one or two sentences the first time.
5. For advanced level students, the letters can be written on ditto masters, which the teacher corrects. Then the dittos are run off. Copies of all dittos are distributed to the students for oral reading by each "author" student, with the teacher interrupting the reading to explain the corrections of the errors, the usage, and even style and organization. The students also question what they do not understand of structure, etc.
6. The requirement of the length of the letter should be increased as the semester progresses.

(Over)

## Sample Letter Format:

\_\_\_\_\_(date)

Dear \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely, \_\_\_\_\_

\_\_\_\_\_(your name)

SUBJECT AREA: WRITING

TOPIC: Written Communication

CODE: Re/Wr

CONTRIBUTOR: Frances Finch, Curriculum Coordinator, Evans Community Adult School,  
Los Angeles, CA

LEVEL: Intermediate/Advanced, level of applicability based on vocabulary, complexity of situation, and the writing sample prepared by the teacher

APPROX. TIME REQ.: 60 min.

PURPOSE: To provide the student practice in writing samples of various letters commonly used in society

MATERIALS: Overhead projector; transparency; dittos of the writing sample of the day

PROCEDURE:

1. Select a letter sample for the day's lesson (similar to the sample on next page), and copy it on a transparency (handwritten or typed). Letter samples can include a short note to a child's teacher, social letters, business letters, etc. Show the transparency on an overhead projector to facilitate teaching/reviewing the parts of a letter and showing the ways to express a need, complaint, request, etc. The major parts include the following:

Heading  
Inside address (business letters)  
Salutation or greeting  
Message or body  
Complimentary close  
Signature

2. Complete with the class the unfinished sample on the overhead transparency, discussing various alternatives.
3. Then distribute dittoed copies of the sample. Have each student complete the letter with his/her specific details. Circulate around the room to assist and to correct work. For lower level students, use a simple handwritten note.

Note: Samples for personal notes, e.g., thank you notes, acceptance of invitations, sympathy notes, etc., should be handwritten.

(Over)

Dr./St./Ave. #  
CA 9  
198

Ms. Joan Williams  
Hillside Management Co.  
1234 Grandview Ave.  
Los Angeles, CA 90083

Dear Ms. Williams:

During the heavy rain we had last  
the ceiling was leaking.

Please have someone inspect the roof and make  
the needed repairs. I will arrange to be home to  
show the the location of the leak.  
My telephone number is I am usually  
home on from to

Thank you very much for the courtesy of your  
prompt attention to this matter.

Sincerely,

*First M. Lastname*

First M. Lastname

SUBJECT AREA: WRITING

TOPIC: Composition Writing

CODE: Wr

REPORTER: Linda J. Sheedy, Adjunct Professor-ESL, Glassboro State College,  
Camden Urban Center; Camden, NJ

LEVEL: Intermediate/Advanced      APPROX. TIME REQ.: Two-2½ hour  
class sessions

PURPOSE: To help students bridge the gap between controlled and free  
composition writing

MATERIALS: Writing paper

PROCEDURE:

1. Select verb form(s) for the students to practice. Then select a topic which is related to material being studied in class. Develop questions that will elicit responses using the appropriate verb forms.
2. Organize the questions in such a way as to prompt logical development of ideas in paragraph form. Include some questions which demand more than a single sentence response.
3. If necessary, have students discuss the assignment orally. Then have them write their own compositions during class or as a homework assignment.

Sample No. 1

Verb forms: Simple present and simple past  
Topic: Money (Title: "The Cost of Living")

Paragraph No. 1: Do you think that the cost of living is higher or lower than it was last year? Why?

Paragraph No. 2: How do you spend your money?  
a. What bills do you have to pay each month?  
b. What purchases do you usually make each month?

Paragraph No. 3: Is it easy or difficult for you to pay for everything you want or need? Why? Did you eliminate any items from your budget this year? What? Why?

Sample No. 2

Verb forms: Past tense (simple and compound)  
Topic: Inventions (Title: decided upon by each student)

For the past several years, you have experienced success because of the new product(s) you have developed. In two paragraphs, describe what has happened to you during these past few years.

(Over)

- Paragraph No. 1:
- a. What were you doing before you became an inventor?
  - b. Why did you decide to stop what you were doing to become an inventor?
  - c. How long have you had the idea of your invention(s)?

- Paragraph No. 2:
- a. How has being an inventor made your life more exciting?
  - b. How were people doing "the work" before you invented this new product?
  - c. Why has (have) your invention(s) been so successful even though people have survived a long time without it?



SUBJECT AREA: WRITING

TOPIC: Writing with Comparison and Contrast

CODE: Wr

CONTRIBUTOR: Dolores Carlson Fowler, ABE/ESL Coordinator, Mt. Diablo Adult Ed.,  
Concord, CA

LEVEL: Advanced

APPROX. TIME REQ.: 45 min.

PURPOSE: To develop the ability of the writer to organize an essay by means of comparison and contrast

MATERIALS: One box Rice Chex and one box Wheat Chex (or other like products); chalkboard.

PROCEDURE:

1. Introduce basis for making comparisons and contrasts:
  - a. points of comparison/contrast to be made between two or more objects, people, ideas,
  - b. basic similarities to be assumed when making comparisons,
  - c. differences to be pointed out when making contrasts.
2. Discuss ways to write a comparison/contrast essay:
  - a. alternating paragraphs; describe A, then describe B,
  - b. using points of contrast within a single paragraph, alternating sentences,
  - c. side by side placement, where the facts are placed in juxtaposition.
 

Feature	A	B
---------	---	---
3. Talk about words that are useful in making comparisons, e.g., like, some.....others, as...as, in contrast to, on the other hand, however, whereas, similar to, on the one hand, but, alike, different from.
4. Pass the cereal boxes around the class so that the students may sample the cereals and comment on their taste.
5. Discuss ways of comparing the two boxes of cereal. Write student observations and responses on the chalkboard as a basis for making comparisons. For example: taste, nutritional value, price, packaging.
6. After all oral activities are completed, ask the students to write a comparison/contrast essay about the two products.

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SUBJECT AREA: WRITING

TOPIC: Controlled and Free Writing

CODE: Sp/Wr

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA

LEVEL: Intermediate

APPROX. TIME REQ.: 60 min.

PURPOSE: To promote thinking in English sequential patterns; to provide practice in writing

MATERIALS: Any series of pictures which tell a story; chalkboard

PROCEDURE:

1. Write five wh question words on the chalkboard: Who, What, Where, When, Why. Tisting them vertically on one side.
2. Put up the first picture of the series. Elicit student discussion of the picture based on wh questions. Lists of words can be written on the board under categories: nouns, verbs, adjectives, etc. Describe and discuss the situation orally. Then create a paragraph from the students' answers to the wh questions, writing the sentences on the board.
3. The second picture is put up, and the same procedure is followed. Then the third picture, etc. Now the students have created three paragraphs, the story is almost concluded. At this point, ask students to guess the outcome of the story and to create their own conclusions. Write the suggestions on the board.
4. Present the final picture, and discuss the differences or similarities between the author's conclusion and the students' conclusion.
5. Erase the dictated story, leaving the vocabulary words on the board and the pictures in place. Ask the students to prepare five questions for each picture. Then have them exchange papers and answer each other's questions.

Ask the students to write their own story in their own words, either as a class project or as homework. Collect the work, correct it, and ask that all corrected sentences be re-written.

SUBJECT AREA: WRITING

TOPIC: Composition Writing: Opinion CODE: Re/Wr

CONTRIBUTOR: Sandra Devereux, ABÉ Instructor, Grossmont Adult School,  
La Mesa, CA

LEVEL: Advanced APPROX. TIME REQ.: 20 min.

PURPOSE: To provide a writing experience in which the student may express his own opinion on an issue

MATERIALS: Newspapers; interesting photos cut out of newspapers

PROCEDURE:

1. From a newspaper, cut a large photo of an interesting current event that could provoke some thought or opinion from the students. Tape this to the chalkboard, or duplicate it for distribution. (See example, below.)
2. On the chalkboard, list several questions aiming at having the student respond, in writing, with his own thoughts on the subject. Using a variety of questions gives a student who has difficulty having more than a "Yes" or "No" answer a chance to develop a flow of thoughts.

Example:

Photo of pickup truck on Mt. St. Helens, where two people were found dead

Questions:

Why do you think people put themselves in such dangerous situations?  
What is it about human nature that causes people to risk their lives in such circumstances? Have you ever placed yourself in a dangerous situation that might have turned out badly? Why?

3. Variations:

This same procedure can be used with articles, headlines and advertisements.

Have students pick a short article from the newspaper. The class reads it thoroughly. The students then rewrite the article in their own words. When they are finished, the class analyzes each original article to see if the sequence of events is correct. The final product can then be a class-written edition of the newspaper article.

SUBJECT AREA: WRITING

TOPIC: Error Analysis

CODE: Wr

CONTRIBUTOR: Janet Funston, Program Coordinator and Instructor, San Diego State University, San Diego, CA

LEVEL: Advanced, appropriate for students preparing for the TOEFL

APPROX. TIME REQ.: 40-60 min.

PURPOSE: To permit specific discussion of structural forms in writing exercises; to increase a student's ability to self-correct

MATERIALS: A previously written assignment.

PROCEDURE:

1. Read over each student's written assignment, watching for common errors or passages containing structural patterns on which the teacher wishes to focus the student's attention.
2. Select one or more single sentences or short passages from each student's work.
3. Prepare a ditto of these sentences or passages, typed triple-spaced, and number them.
4. Underline four elements, three of which are correct, one of which is an error. Identify as (A), (B), (C), or (D). The choice of underlined elements should first be specific and then later at random, i.e., only prepositions, only vocabulary, only articles, etc.

Examples:

- a. I saw my uncle only once long time ago when I was a child  
<sub>A B</sub>  
living in Thailand.  
<sub>C D</sub>
- b. As the plane was taking off for Los Angeles, the flight attendant  
<sub>A B</sub>  
 handed out magazines for us to look up.  
<sub>C D</sub>

5. Distribute copies for the following uses:

- a. The students can do these as a timed quiz, replicating TOEFL conditions.
- b. The quiz can be quickly scored by the teacher or by the students.
- c. A discussion of the errors can follow with corrections made.

(Over)

6. In conclusion, this type of exercise is relatively easy for the teacher to create, with the following advantages:

- a. has the appropriate level of difficulty because of the students' own examples
- b. serves as a follow-up to a previous exercise
- c. allows discussion to focus on structural problems in writing without interfering with the larger concerns of a written work, i.e., creativity, organization, content
- d. gives specific practice for the TOEFL
- e. illustrates how tests can be relevant to a student's personal learning patterns
- f. provides the teacher with an opportunity to present a wider range of minor grammatical points and variations which are often passed over in structure classes
- g. is usually more interesting for the students because they recognize that it is their own work

## VI VOCABULARY

289.00

SUBJECT AREA: VOCABULARY

TOPIC: Matching

CODE: Re/Wr

CONTRIBUTOR: Sharon Meeker, Instructor, Sacramento City Unified School Dist.,  
Sacramento, CA

LEVEL: Beginning, including pre-literate APPROX. TIME REQ.: 10-15 min.

PURPOSE: To teach basic vocabulary by association with a known element

MATERIALS: Teacher-made ditto (See examples, below.)

PROCEDURE:

1. Word matching is used to present the concept and to reinforce recognition of words as the same. On a ditto master print or type groups of three words in two columns down the page as in the following example:

hot	up
up	in
in	hot

Have the students draw lines to the same words on their copies.  
(For easier grading, place the words so that the student lines will form the same pattern down the page.)

2. As groups of words are positioned down the page, select words that are more and more similar in appearance, e.g.: hat, mat, hot, etc.
3. In addition to matching common vocabulary, use the format for any of the following categories:
  - a. abbreviations with words spelled out (e.g., Wed. - Wednesday)
  - b. contractions with words spelled out (e.g., is not - isn't)
  - c. picture - word (e.g., ¢ - cents)
  - d. number - number word (e.g., 5 - five)
  - e. application form words - responses (e.g., marital status - single)
  - f. opposites (e.g., go - come)



4. Following a recognition activity, have the students do a parallel performance exercise, filling in the appropriate words, number, or symbols.

Examples:

Recognition

Name 234 Main St.  
Address 444-3456  
Telephone John Smith

St. Street  
Aug. Saturday  
Sat. August

Performance

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_

St. \_\_\_\_\_  
Aug. \_\_\_\_\_  
Sat. \_\_\_\_\_

Note: In doing the page of a category (e.g., abbreviations or contractions), keep the vocabulary basic - i.e. do not use "etc." or "shouldn't" with pre-literate students. Also, repeat the word pairs frequently.

SUBJECT AREA: VOCABULARY

TOPIC: Using Kinesthetic Response (Pantomime) CODE: Lis

CONTRIBUTOR: Karen Malmstrom Eckhart, ESL Instructor, North Shores Adult Center,  
San Diego Community College District, San Diego, CA

LEVEL: Beginning APPROX. TIME REQ.: 15 min.

PURPOSE: To provide a quick assessment of students' aural comprehension of single vocabulary concepts; to provide a quick non-verbal clarification of meaning

MATERIALS: None

PROCEDURE:

1. Teach by demonstration the meaning of "Show me..." Have students use their hands and bodies to dramatize the concept which follows. For example:
 

Teacher: Show me..."tired".  
Students: Slump in their chairs, yawn drop their heads, etc.....  
Teacher: Show me..."mine".  
Students: Point to or hold up their own books, purses, clothing, etc..
2. Use the "Show me..." technique as a check for comprehension of single vocabulary concepts which arise during the course of a lesson and which may not be understood by all students.
3. Let the students show the teacher the pantomimed meaning before he/she reinforces the correct meaning with his/her own pantomime.
4. If there is little response to a command, for example, "Show me...babysitter.", the teacher will know that the item "babysitter" needs teaching. If it is a key concept in an announcement, open-ended conversation, etc., and if no student pantomime is forthcoming, clarify the meaning orally or with a pantomime.
5. Pantomiming in this non-threatening way helps build student readiness for more complex role-playing and dramatization.

## SUBJECT AREA: VOCABULARY

TOPIC: Using Index Cards

CODE: Lis/Sp

REPORTER: Julian Bamford, ESL Instructor, Evans Adult School, Los Angeles, CA

LEVEL: Beginning APPROX. TIME REQ.: 10-20 min.

PURPOSE: To lend variety and clarity to vocabulary lessons; to practice listening discrimination and pronunciation

MATERIALS: 3x5 cards for teacher's set or class sets

## PROCEDURE:

1. Vocabulary and pronunciation lessons can be enhanced with strategies using index cards. The teacher makes sets of cards for different vocabulary categories and sounds. Possible vocabulary categories include colors, numbers, weather, parts of the body, clothing, food, furniture, household items, tools occupations, etc. Pronunciation items contain words which target particular vowel and consonant sounds.
2. On each card, the teacher draws either a small representation or pastes a picture of the item. In the case of colors, colored pieces of construction paper can be glued to the cards. In the case of pronunciation cards, words are printed in large letters, with the target vowels and consonant sounds underlined. In addition to the teacher's sets of cards, students can make their own, which helps reinforce the vocabulary.
3. Initially, the teacher introduces a set of vocabulary items showing the cards. Then, using commands with the cards, the teacher can both drill and test comprehension and listening discrimination. Commands, such as: touch, pick up, point, put, show me, take, give me, can be used.

## Example:

Take the banana.

Point to red.

Pick up rainy and put it next to sunny.

4. The activity can be conducted by calling individuals to the front of the class, using the teacher's set of cards. Or the students can manipulate their own sets of cards in response to the teacher's commands. Following group activity, divide the student into pairs. Have one student give commands and the other manipulate the cards. Then exchange roles.
5. In working with new vocabulary, introduce three items at a time. When these are well learned, introduce three more, etc., until students can manipulate a whole set of cards with ease. Bring out the cards at intervals for review.

SUBJECT AREA: VOCABULARY

TOPIC: Pix Vocabulary Practice

CODE: Lis/Sp/Re

REPORTER: Bobbi Merker, Instructor, San Diego Community College District,  
San Diego, CA

LEVEL: Beginning.

APPROX. TIME REQ.: 10-20 min.

PURPOSE: To review vocabulary previously taught

MATERIALS: Individual pictures of vocabulary items mounted on large index cards or the actual objects

PROCEDURE:

1. The teacher prepares sets of picture cards or objects representing the vocabulary items to be reviewed.
2. The students are divided into groups of six to ten people. All but one student in each group are given a picture card or an object which is kept in plain sight. The person who does not have anything says, "I don't have anything. Please give me the \_\_\_\_\_." The student who has that item gives it to him/her saying, "Here you are."
3. The student who has given away his/her item now has nothing and asks another student in the group for an item he/she wants. This procedure is continued, without the teacher's intervening, until all the students in each group have had a chance and the vocabulary items have been learned. The students help one another if a word is forgotten.
4. After the individual groups have mastered their first set of vocabulary items, they exchange sets with other groups and repeat the procedure. This exercise may be continued until all the vocabulary items have been reviewed or stretched out for shorter periods of time in successive class sessions.
5. Variations:

- a. Other structures may be practiced when requesting the item.

Examples:

I want the \_\_\_\_\_.  
I would like the \_\_\_\_\_.  
I have wanted a \_\_\_\_\_ for a long time.

- b. The same procedure can be used to drill new sight words in reading with everyone except for one person having a word card.

SUBJECT AREA: VOCABULARY

TOPIC: Inquiry

CODE: Lis/Sp

REPORTER: Sue Streeper, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 20 min. .

PURPOSE: To practice asking questions; to expand vocabulary

MATERIALS: Shopping bag containing a variety of small household and personal items; a shoe box

PROCEDURE:

1. Collect a variety of small household and personal items, and place them in a shopping bag for use in the class.
2. Initially, take out and show each item in the bag, practicing with the students' questions to elicit "yes" and "no" responses.

Examples:

Is it wood (metal, cloth, paper, plastic)?  
 Is it for a woman (man, child, everyone)?  
 Is it for the kitchen (school, car, bathroom)?  
 Is it large (small, flat, long)?  
 Is it a \_\_\_\_\_ (naming the item)?

3. Then choose an item, and put it in the shoebox. Let the students shake the box and ask the teacher questions about it until they guess the item. Eventually, have a student select an item and respond to questions.

Note: Use this activity for several consecutive days as a warmup.

4. Variations:

- a. This activity can be expanded later by adding items that have not been introduced to the students.
- b. This activity can be adapted for a higher level class by introducing more difficult questions.

Examples:

Is it used for \_\_\_\_\_?  
 Does it have \_\_\_\_\_?  
 Would you use this if \_\_\_\_\_?  
 When would you use it?

SUBJECT AREA: VOCABULARY

TOPIC: Using Visuals for Small Group and Paired Practice CODE: Lis/Sp

REPORTER: Bobbi Merker, Instructor, San Diego Community College District,  
San Diego, CA

LEVEL: Beginning APPROX. TIME REQ.: 10 min.

PURPOSE: To provide the students an opportunity to practice vocabulary with a partner

MATERIALS: Visuals: sheets of paper containing a series of pictures or drawings depicting vocabulary items

PROCEDURE:

1. Prepare visuals of vocabulary items of different categories to be taught. Categories may include colors, food, clothing, body parts, furniture, household items, tools, other objects, occupations, places, or people performing actions.
2. Distribute to the class copies of a visual covering a particular vocabulary category. Clarify meanings, and practice correct pronunciation. Introduce and drill language patterns using the vocabulary.
3. Then model with an aide or a volunteer student question-answer or statement-response patterns, using some of the vocabulary.
4. Next, have students group in pairs and practice one or several of the language patterns, referring to the vocabulary items in their visuals.

Examples:

Student A: Show me the \_\_\_\_\_.  
Student B: Here it is. \_\_\_\_\_.

A: Where's the \_\_\_\_\_?  
B: Here it is. \_\_\_\_\_.

A: Where's the \_\_\_\_\_?  
B: It's next to the \_\_\_\_\_.

A: What's this?  
B: It's a \_\_\_\_\_.

A: Do you like \_\_\_\_\_?  
B: Yes, I do/No, I don't.

A: Would you like to have a \_\_\_\_\_?  
B: Yes, I would./No, I wouldn't.

**SUBJECT AREA: VOCABULARY****TOPIC:** Improving Visual Perception**CODE:** Lis/Sp/Wr**CONTRIBUTOR:** Sheila N. Khan, ESL Instructor, College of Marin, Kentfield, CA**LEVEL:** Intermediate/Advanced, level of applicability based on difficulty of vocabulary chosen**APPROX. TIME REQ.:** 3 class periods of 45 min. each**PURPOSE:** To practice using appropriate vocabulary for making physical descriptions of people and for expressing opinions about their character**MATERIALS:** Portraits of people: slides, pictures from art books or from magazine ads; slide projector or an opaque projector; teacher-prepared vocabulary sheets**PROCEDURE:**

1. Choose the portraits to be shown (3-4 maximum). Make sure the focus of the picture is the person. Action shots are good.
2. Prepare a vocabulary sheet of the words to be taught. Choose words to describe clothing, colors, facial descriptions, body movement and posture.
3. On the first day, distribute the vocabulary sheet to discuss and clarify the words. Ask the students to write sentences using some of the words. In addition, ask them to group the words according to a description of the face, clothing, or body.
4. On the second day, bring the portraits to class, and relate the vocabulary taught with the pictures. Then have the students describe the people using the vocabulary already discussed. For advanced classes, have the students express their opinions about the character of the person, emphasizing that appearances can be deceptive. For further practice, ask the students to compare and contrast two or more of the portraits. (Bring two that are similar and two that are a contrast).
5. On the third day, ask the students to bring portraits to class - magazine pictures, photos, etc. Ask individual students to be group leaders and lead the discussion about their portraits, or have them answer questions from their classmates. Since individual perceptions vary, prepare the students to explain and defend their opinions.
6. For a writing assignment, ask the students to observe a stranger. Then have them write three paragraphs describing that person: a) what the person is wearing, b) the person's facial expression, c) the person's body movements and posture. For more advanced classes, have them write a fourth paragraph giving their overall opinion of this person's "character".



SUBJECT AREA: VOCABULARY

TOPIC: Vocabulary Review of Adjectives of Character and Personality

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Frances S. Finch, Curriculum Coordinator, E. Manfred Evans C.A.S.  
Los Angeles, CA

LEVEL: Intermediate/Advanced, applicability based on difficulty of vocabulary and writing example

APPROX. TIME REQ.: 1 hour

PURPOSE: To review adjectives of character and personality through written and oral descriptions

MATERIALS: Chalkboard; overhead projector (optional)

PROCEDURE:

1. On a chalkboard or overhead transparency, show a list of adjectives describing character and personality (See example, below) for a review of pronunciation and meaning.

Adjectives of Character and Personality

charming	dynamic	jovial	mature	reserved
considerate	friendly	kind	patient	understanding
courteous	gracious	lively	persistent	well-informed
dependable	interesting	lonely	polite	witty

2. After oral review of the vocabulary, ask the students to describe orally a member of the class and to compose together a sample paragraph on the board. Practice reading the paragraph for correct pronunciation and intonation.

3. Next, ask the students to write a paragraph describing a member of the class without telling his/her name. Only positive qualities are to be mentioned; nothing obvious, such as: he wears glasses, is the tallest person in the class, etc.

Example:

This student is so dynamic and witty that everyone notices when he/she is absent. Yet, he/she is always quiet and polite when the teacher or another student is speaking. He/She is never discourteous or impatient. His/Her manner is always kindly and pleasant. His/her comments on stories and news events show that he/she is considerate and understanding. At first, he/she seemed lonely. And even school seemed lonely. But soon his/her charming ways helped him/her make friends with students from many different parts of the world.

Do you know who this student is? OR Who is this student?

(Over)

4. One student is asked to volunteer or is called upon to read his/her description. The other students listen and try to figure out who the subject is. The better the description, the easier it is to identify the subject. If there is difficulty in recognizing the subject, the student who is reading the description has to continue adding sentences orally until the subject is identified.
5. While the students are writing (approximately 15 minutes), the teacher goes around correcting the written work, making sure there are no negative or give-away statements.
6. The student who first recognizes the subject of the description is next to read his/her description.

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SUBJECT AREA: VOCABULARY

TOPIC: Vocabulary Review on States of Mind

CODE: Lis/Sp/Re

CONTRIBUTOR: Randy Carol Fischer, ESL teacher, Fairfax Community Adult School  
and Hirsch Language Services, Los Angeles, CA

LEVEL: All levels, level of applicability based on difficulty of vocabulary chosen

APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally vocabulary pertaining to personal condition and feelings

MATERIALS: Handouts

PROCEDURE:

1. Distribute to the students the handout shown below. (This can be varied depending on the level of the class.)

How do you feel when _____? I feel _____?		
1) your stomach is empty? full thirsty hungry	2) the teacher talks too much? afraid bored comfortable	3) you miss the bus?  angry hungry sick
4) you work and study too much? frustrated sad exhausted	5) your mouth is dry?  hungry thirsty cold	6) you can't answer an easy question?  horrible sad stupid
7) people laugh at you?  happy embarrassed jealous	8) people are talking during a good movie?  disappointed tired frustrated	9) your boy or girl friend likes someone else? tired shy jealous
10) you have the flu?  awful stupid glad	11) there is a loud scream?  shy afraid happy	12) your boss is angry at you? bored terrible hungry

(Over)

2. Give the students the following instructions; they are to look at the incomplete question at the top of the page and complete it with one of the phrases in the numbered squares below. The questions are to be answered, using the appropriate response from the three choices in each square.
3. Model the first question and answer; then ask the class as a whole each of the twelve questions. They respond chorally. For example:  
Teacher: How do you feel when your stomach is empty?  
Class: I feel hungry. (or We feel hungry.)  
Review all the questions and answers, discussing any vocabulary problems the students might have.
4. Next, have the students ask and answer questions individually. For each number, call on a student to ask the question and another student to answer it.
5. When the review is finished, ask the students to pair off and alternate asking and answering the questions.

**SUBJECT AREA: VOCABULARY****TOPIC:** Grid Activity for Vocabulary Review**CODE:** Lis/Sp**REPORTER:** Sue Streeper, ESL Instructor, Grossmont Adult School, La Mesa, CA**LEVEL:** Beginning/Intermediate **APPROX. TIME REQ.:** 30 min.**PURPOSE:** To review and reinforce specific groups of vocabulary; to review and practice ordinal numerals; to learn words of location**MATERIALS:** File folders; envelopes; sheets of pictures of specific vocabulary groups**PROCEDURE:**

1. Make a class set of grids, using cast-off file folders. To make grids (one for each student), open the folder and turn it so the middle fold line is horizontal. On the bottom half of the folder, use most of the space to make a 4x4 grid, leaving room for numbers at the top and sides.

	1	2	3	4
1				
2				
3				
4				

2. In addition, prepare an envelope for each student, using cut-up dittoed sheets of pictures in a given vocabulary area: food, clothing, tools, house-cleaning items, furniture, etc. (Initial preparation of grids and envelopes is time-consuming, but these materials can be re-used many times in different ways.)
3. To reinforce vocabulary which has been introduced but is not fully learned, use grids in the following way: first, clarify the meaning of "first row, second row, " etc., (horizontal) and "first square, second square," etc., (vertical). Then have students spread items from the envelopes on the top portion of the folder, while the teacher does the same. Say slowly, "Find the wrench," and look to check understanding. When the students have found it, say, "Put the wrench in the second row, third square." Watch to see that they place the item properly. Continue with other items in the same way. When the grids are full and the students' grids match the teacher's, the students know they have followed the directions successfully.

4. A second or third time that the grids are used, review the directions, i.e., "Find the \_\_\_\_\_. Put the \_\_\_\_\_ in the \_\_\_\_\_ row, \_\_\_\_\_ square." Practice saying directions together, and specify that each person starts on the left. Then pair off the students so that one gives directions and the other follows. At the end of the exercise, the grids should match. After the students fully understand what they are doing, have them prop up the top part of their file folders so they cannot see their partner's folder. This is a better self-test for understanding the oral statements of the partner.
5. Another exercise with the grids is to review location words - above, below, between, beside, etc., and then use those words in giving directions: e.g., "Find the hammer. Put the hammer in the upper right corner. Find the ladder. Put the ladder below the hammer. Find the bucket. Put the bucket beside the ladder, on the left." As with the above exercise, the students can progress to a paired activity.

## SUBJECT AREA: VOCABULARY

TOPIC: Vocab. Collab.

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Judy E. Winn-Bell Olsen, ESL Instructor, Alemany Community College Center, San Francisco, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: two hours

PURPOSE: To encourage students to use English in problem solving; to expand vocabulary

MATERIALS: A reading selection (See sample.); teacher-made list of definitions; answer sheet; reading questions

PROCEDURE: N.B. There is a reading you want to cover with your class, but the new vocabulary load is so heavy that you know the class will need to spend much time on it.

Going over all the words in class can be tedious and time consuming. Asking the students to study the words at home is risky. Many do not have time, and absentees will not be prepared the next day.

Preparation:

1. Examine a reading of a page or less, selecting all the words and phrases you think your students might have trouble with. Choose your readings carefully. Readings that can be re-used in subsequent semesters will give greater return for the investment in time.
2. Prepare a ditto, listing a gloss of each word or phrase you have selected. A gloss is a definition of a word as it is found in a particular context, as opposed to a definition in a dictionary, which lists all the meanings of a word. Write the gloss in your own words, much as you might explain the word verbally.
3. Number these definitions in the order that the words appear in the reading. Group them according to paragraph. Identify each as a word or a phrase, but do not put that word or phrase on the paper. Write just the definition.
4. Then prepare an answer sheet to distribute at the end of the activity.

In Class:

1. First, go through the reading with the class, as a group, for pronunciation or a brief discussion of the general ideas the students will find in the reading.
2. Then, pair the students. (See notes on pairing at the end of this section). Give each pair one copy of the definitions and one copy of the reading, on a page or in a book. Having one copy for two people forces them to share and encourages them to discuss the exercise, compare ideas, defend their choices, solicit information from partners or other pairs, to collaborate to use English and to think consciously about English.

(Over)



3. The student pairs are expected to go through the reading and find the words that they think match the definitions on the paper you have given them. Students are encouraged to consult other groups and make educated guesses. They are forbidden to use dictionaries.
4. As pairs finish, make a quick check and indicate any items which need changing.
5. When most students have finished, distribute enough copies of the exercise so that each student may have one to keep. Go over the exercise quickly, pausing only at trouble spots.
6. Distribute the answer sheets to go with the glossing exercise. Distribute these after you have gone over the meanings quickly together. If some students have gotten behind, they have the sheet to refer to. Students who are late or absent have a study exercise to do on their own later. Sometimes students ask for extra copies of the gloss-sheet to work through later for vocabulary review.

#### Note About Pairing:

Think about age, sex, language, and ability. Most successful pairs have usually had at least two of those characteristics in common. Least successful pairs have been partners of the opposite sex with a great age difference.

#### SAMPLE OF A VOCAB-COLLAB EXERCISE

Text from The Sunset Travel Guide to Northern California,  
(Lane Books, Menlo Park, California, 1980, p. 10.)

"Though founded in 1776 by the Spanish as a mission post, San Francisco hardly existed until the discovery of gold in 1849. The peninsula village was transformed from a drowsy Spanish pueblo to an instant city as '49ers' came rushing to California from every point of the compass."

Vocabulary: With your partner, find the words and phrases that mean the following:

#### Paragraph 1:

1. started (word)
2. a place to tell the natives about Christianity (phrase)
3. was very small -- almost not there (phrase)
4. early San Francisco
5. small, inactive town (phrase)
6. people eager to find gold (phrase)
7. to hurry to a place (phrase)
8. an instrument for finding directions (north, east, south, etc.) (word)

Answers  
founded

mission post

hardly existed  
peninsula village  
drowsy Spanish  
"49ers"  
came rushing

compass

Note: Some of the meanings in the reading which do not lend themselves well to this kind of exercise can be dealt with in general reading questions like the ones below. Student pairs collaborate on these reading questions when they have finished the first vocabulary exercise.

Reading Questions:

1. Who started San Francisco and why?
2. What made San Francisco grow quickly?
3. Where did its people come from?

SUBJECT AREA: VOCABULARY

TOPIC: Vocabulary in Context

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Nick Kremer, VESL Curriculum Developer, Valley Vocational Center,  
City of Industry, CA

LEVEL: Advanced

APPROX. TIME REQ.: 45 min.

PURPOSE: To develop students' ability to determine the meaning of words through using context

MATERIALS: Reading passage; student handouts; class set of dictionaries

PROCEDURE:

1. The teacher selects a reading passage slightly above the level of the students and underlines selected words in the passage.
2. Before distributing the reading handouts, the teacher reads the passage, and the students listen. The second time, the students listen and repeat, practicing correct pronunciation and intonation.
3. The students are then given a chart and a dictionary. The teacher takes them through the chart orally with the first three underlined words.

Word	Parts of speech	What do you think it means?	What does the dictionary say?	Are you right?

4. Next, the teacher distributes the handouts; the students read the passage and fill out the chart accordingly.
5. The key column is the last one. Have the students compare the dictionary meaning with the meaning they have guessed from the context. Students will need some guidance in checking all the definitions under a word.
6. Make sure the students guess at the meaning from the context before they look up the word in the dictionary.
7. The chart can be used with two or three additional readings.
8. The goal is to get students away from the chart. Its only purpose is to teach students to have confidence in their hunches.

SUBJECT AREA: VOCABULARY

TOPIC: Sentence Structure and Idioms

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA

LEVEL: Advanced

APPROX. TIME REQ.: 20 min.

PURPOSE: To promote student recognition and correction of errors in written work

MATERIALS: Chalkboard

PROCEDURE: N.B. This technique is designed for advanced, college-bound students.

1. The students and teacher go through the lesson in class in a fairly standard, academic manner, with the teacher answering questions and expanding on the written text with further examples. The exercises are assigned as homework. Each student is to bring in a sentence with each idiom.

Note: If you have students who simply do not do homework, allow time in class for the written work, and follow the procedure outlined below.

2. After students have written their sentences (either at home or in class), the teacher selects students at random to write their sentences on the board, until there are several examples of all the idioms being studied in that particular lesson.
3. The entire class stands up and moves around the room from example to example. The student who wrote the sentence reads it aloud. Then the class accepts it, rejects it, makes comments. The teacher merely says, "What do you think? Yes - or no? Why or why not? What is good about this sentence? Do you like it? How would you improve it?"
4. The sentences are left on the board. The students are encouraged to write additional sentences if they wish.
5. All homework, as well as work written in class, is collected, commented on by the teacher, and returned to the student. The following code is useful for error correction:

sp. (spelling)	art. (article either omitted or the wrong one)
pron. (wrong pronoun)	vocab. (wrong word, or choose a better one)
prep. (wrong prep.)	conj. (omitted or incorrect)
v. (wrong tense)	w.o. (confused word order)

6. This code is used either in the margin or above the item to be corrected. The importance of this device is that the exact error is not defined or corrected by the teacher. The students must find and correct the error themselves. This form of error correction is liked the least by students, but it is the most effective.
7. The teacher requests re-writing of all corrected sentences.

## SUBJECT AREA: VOCABULARY

TOPIC: Onomatopoeia - The Imagery of Sound

CODE: Lis/Sp

CONTRIBUTOR: Dolores Carlson Fowler, ABE/ESL Coordinator, Mt. Diablo Adult Ed.,  
Concord, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 30-60 min.

PURPOSE: To develop vocabulary and drill pronunciation, using words that suggest a specific natural or man-made sound

MATERIALS: Flash cards; pictures or actual examples illustrating words written on flash cards

## PROCEDURE:

1. Prepare flash cards, placing the vocabulary word on one side and examples of something that makes the sound on the reverse side. For example:

FRONT			
twang	drone	hiss	roll
REVERSE			
guitar string	mosquito propeller airplane	escaping steam snake	drum

2. Holding up a flash card, initiate a pronunciation drill. For example:

Teacher pronounces word: "twang"  
 Student choral response: "twang"  
 Student individual response: "twang"

3. Following choral and individual practice, ask the class for a definition and/or example.
4. Next, show a picture or an example to illustrate the sound of the word.
5. Discuss and practice the word and sound.
6. Divide the class into competitive teams. The teacher shows a word to an individual team member, who must pronounce the word correctly (1 point). Remaining members of the team correctly identify the word by imitating the sound or selecting a picture which illustrates the sound. Team members must collaborate and agree on one sound or picture. (1 point) After all words have been completed in this manner, the team with the highest number of points wins the game.

WORD	EXAMPLE	WORD	EXAMPLE
1. cough	faltering motor person	28. chirp	bird
2. grumble	someone complaining softly	29. scurry	person running
3. shatter	glass	30. dribble	bouncing ball
4. sputter	feeling (no sound)	31. rasp	hoarse voice
5. creak	bacon frying	32. fizz	steel being filed
6. gurgle	engine		soda pop
7. wail	uncoiled hinges	33. whirl	champagne
8. rustle	boiling water	34. tap	Alka-seltzer
9. shuffle	baby		revolving propeller
10. snap	siren	35. jingle	(see burr)
11. pant	cry of sadness		can
12. thud	dry leaves	36. trumpet	finger
13. warble	taffeta material		foot
14. jeer	feet dragging	37. rant	keys
15. chant	cards		coins
16. hiss	twig	38. tinkle	bells
17. twang	finger		elephant
18. blare	tired runner	39. click	violent speaker
19. rip	heavy item falling	40. chuckle	lock, camera
20. burr	on floor, i.e., book		amused listener
21. splash	singing canary	41. drone	mosquito
22. bow-wow	singing woman		propeller airplane
23. meow	ridiculing listener	42. honk	engine
24. cuckle-doodle-do	choir	43. clink	goose, car horn
25. moo	priest	44. plop	coin dropping into
26. roll	escaping steam		a glass
27. clap	snake	45. buzz	person/animal walking
	guitar string	46. cluck	in mud
	bugle	47. peep-peep	something dropping
	car horn		on water
	cloth/paper tearing	48. hoo-hoo	bee
	electric saw (see whirl)	49. bang, boom	many people talking
	a liquid spattering	50. quack, quack	a chicken with noise,
	from a flat surface	51. chime	laying an egg
	a dog barking		chicks
	a cat yowling		an owl
	a rooster crowing		a big drum hit
	a cow mooing		a duck
	drum		church bells,
	thunder		doorbell, clock

**SUBJECT AREA:** VOCABULARY

**TOPIC:** Interpreting Song Lyrics as Poems

**CODE:** Lis/Sp

**CONTRIBUTOR:** Odile Robinson, Instructor, Evans Adult School, Los Angeles, CA

**LEVEL:** Advanced

**APPROX. TIME REQ.:** 15 min.  
per song

**PURPOSE:** To improve understanding of common expressions, vocabulary, and idioms

**MATERIALS:** Records; phonograph; dittoed song lyrics

**PROCEDURE:** N.B.: Songs chosen for this activity should maintain correct, normal word order and correct, normal stress patterns for intonation. Select songs that are sung slowly, that are easy to understand, and that tell a story in a grammatically correct way.

1. The teacher writes several questions on the board about the song.

Examples:

- a. Is the person in the song happy or sad?
- b. Where is this person?
- c. What problem is he/she having?

2. The students listen to the song for the first time. They discuss the questions with the teacher. Then the teacher writes more specific questions on the board.
3. The students listen to the song for a second time. They discuss the new questions. Then the teacher passes out the dittoed song lyrics. The students discuss the vocabulary words and idioms they do not understand. The meaning behind the song is discussed as a poem.
4. The song is played for the third and last time.
5. Two songs that relate to each other could be played the same day.



## **VII COPING/SURVIVAL COMPETENCIES**

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: American Name Order

CODE: Lis/Wr

CONTRIBUTOR: Julian Bamford, ESL Instructor, Evans Community Adult School,  
Los Angeles, CA

LEVEL: Beginning

APPROX. TIME REQ.: 30 min.

PURPOSE: To teach the parts of an American name, the order in which they may be written, and the different modes of writing them

MATERIALS: 3x5 index cards or larger (four per student); three thick marker pens, each a different color; chalkboard

#### PROCEDURE:

1. After teaching the difference between first (given), middle and last (family) names, give each student an index card. On one side have the students PRINT their first names as large as possible with a marker pen, everyone using the same color. In a large class keep several identical pens. Next, have the students take another card and print their middle name in a second color. If the students have no middle name, they should draw a dash on the card. Finally, have them print their last names in a third color.
2. Next, test student comprehension with commands, e.g., "Show me your last name." All students respond by picking up the appropriate card. Even if the teacher does not know each student's name, he/she can see at a glance by the color of the card, if someone has made a mistake.
3. Now introduce American name order. Begin with First/Middle/Last and First/Last. Then give each student a fourth card on which they draw a comma on one side. Introduce the possibility of writing one's last name at the beginning but always with a comma after it. The order would be L, FM and not L, MF as it is in some cultures.
4. Next, teach Print/Write/Sign. Using the same colors, the students write their names on the back of the cards. Give commands as in #2 above, but say either "Print" or "Write" and students must display the correct side of the card. Have the students lay their cards down for name order, e.g., "Print your full name, last - comma - first middle." Encourage students to check their friends' cards for mistakes.
5. When the students can produce an acceptable signature on a piece of paper, have them sign the back of the comma card. Add this to the drill commands.
6. Have the students keep the cards, and use them for periodic review.

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Learning Family Relationships

CODE: Lis/Sp/Re/Wr

REPORTERS: Cecelia Doherty, ESL Resource Teacher, San Francisco Community College District, San Francisco, CA  
Debbie Wright, Program Coordinator, American Language Program, University of California, Santa Cruz, CA

LEVEL: Beginning

APPROX. TIME REQ.: ten-45 min. sessions

PURPOSE: To teach family relationships and provide opportunity for sharing family information in class

MATERIALS: Teacher-prepared family tree posters; ditto masters for students; chalkboard

PROCEDURE:

1. For this two-week module, prepare a poster with your family tree on it. Draw pictures of members of your family or use photographs. Use the poster to teach and practice the family relationships illustrated by your family.
2. Prepare a poster with the family tree of a fictitious family. (It can be a family read about in a text book that semester.) Try to cover family relationships not included in your family.

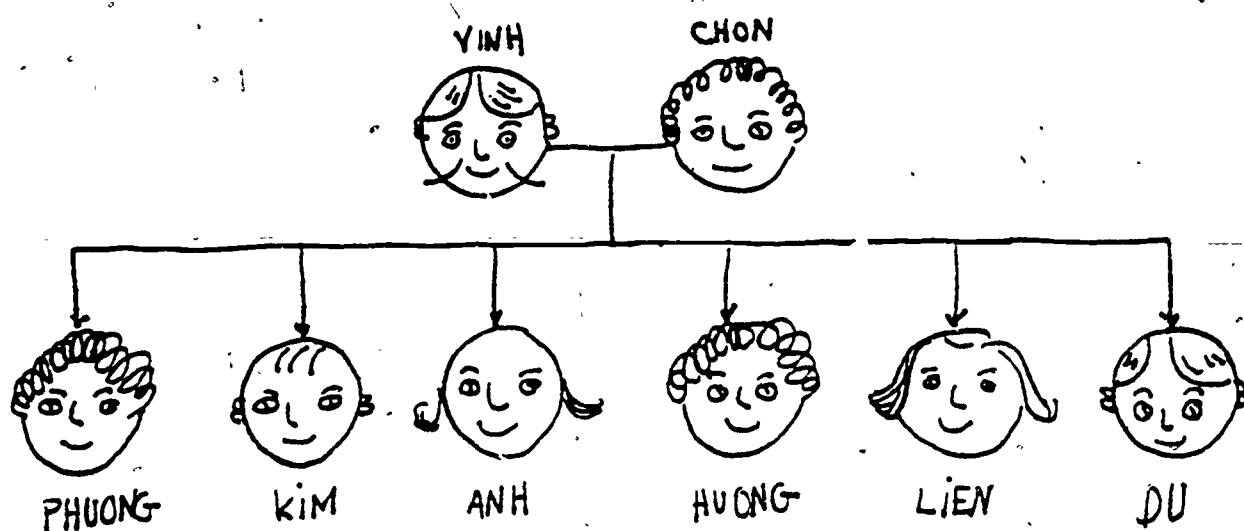
Phases one and two can be interchanged as long as all the relationships chosen are covered by both posters.

3. a) Now have the students do their family trees. Section off the chalkboard, and have as many students as space is available draw their family trees with pictures of each member. Have each student talk about his family, and have the class ask questions. After finishing with the first group, repeat the procedure until all students have had a chance at the chalkboard.
- b) For additional practice, develop a questionnaire. Ask one question about each student's family. For example: "How many sisters does Dao have?", etc. Have the students circulate to find the answers to these questions.
4. Draw your family tree on a ditto, and prepare a short story about your family. Pass it out to the class. Read and discuss. Then have the students draw their family trees on a practice paper, and have them write a story about their families.
5. Collect the students' papers and correct them. Next, have the students copy their family tree and story on a ditto master.

(Over)

6. Make enough copies of each ditto for every student in the class. Also, prepare a cover page.
7. Have the students continue to practice the structures and vocabulary they have learned through the dialogs and stories that have been prepared, based on the information gathered about families. This can be extended to friends as well.
8. On the last day of module, bring in the completed reproductions and the cover page. Have each student collate a book for him/herself and staple it together. Provide blank sheets so each student can have a few extra pages at the back of the book. Then have the students write messages to each other on these pages, such as, "Best wishes" or "Good luck." Now the students have a permanent "yearbook" to remember the class.

Example of a student's family tree and story:



### DU'S Family

This is my family. My father and mother are living. I have 4 sisters, PHUONG, ANH, HUONG and LIEN and I have 1 brother, His name is KIM.

PHUONG, KIM, HUONG and LIEN help my father make thread. ANH. she is a nurse, and I'm a student.

**SUBJECT AREA:** COPING/SURVIVAL COMPETENCIES

**TOPIC:** Asking and Answering Questions

**CODE:** Lis/Sp/Wr

**CONTRIBUTOR:** Carol C. Phillips, Migrant Education Support Teacher,  
Escondido Union Elementary, Escondido, CA

**LEVEL:** Beginning

**APPROX. TIME REQ.:** 30 min.

**PURPOSE:** To provide beginning students with a foundation in asking and answering survival questions in the present and present progressive tenses

**MATERIALS:** Chalkboard; ditto masters

**PROCEDURE:**

1. Each week select ten questions to be studied. (See lists attached.) Practice no more than three questions each day, with constant review of previous questions.
2. Write questions and possible answers on the board as the questions are practiced and discussed by the students. After the discussion, the students should copy the material from the board.
3. Each day at the beginning of the session, review questions and answers orally before writing them on the board. The students will learn to use their notes taken on the previous days.
4. On the last day of the week, introduce only one question, using the same technique. Then, pass out a ditto with all the questions for the week. Review, discuss, and write answers on the board. This will help all the students that were absent or those students that are new.
5. Next, divide the class into small groups. Pick a student to be teacher in each group. He/She will ask the members of the group the questions. If time allows, they can switch off being teacher to give others practice in asking questions. Allow only ten minutes for this activity and insist that they refrain from using their native language. Circulate among the groups to help and evaluate. Regroup as a class, and review all ten questions once more.
6. The questions attached are in the order presented. Do not use all the questions about a subject area in one week. This helps with review and with the endless flow of new students. At the end of the unit, distribute this list to the students, and review the questions again.

(Over)

SURVIVAL QUESTIONS

How are you?

What is your name?

his

her

my

Where do you live?

What do you do for a living?

What time is it?

Who is your teacher?

How old are you?

When is your birthday?

What is your telephone number?

What do you study?

Where do you go to school?

What do you do at work?

When are you at home?

Where is the telephone?

How do you feel?

How do you get to school?

What do you do on Sundays?

What is your favorite color?

What day is it today?

What month is it now?

What kind of day is it today?

What time do you get up?

go to bed?

go to lunch?

go to work?

Are you married or single?

How many children do you have?

What do you like to do?

What do you see?

What do you like to eat?

What do I have in my hand?

What do you eat for breakfast?

lunch?

dinner?

Where do you go shopping for food?

Where do you work?

How much do you spend?

What do you like to buy?

When do you go shopping?

What do you buy at the flea market?

Do you live in a house or an apartment?

With whom do you live?

How many people live with you?

Do you want to learn English?

Is it hard?

What do you want for Christmas?

Why do you celebrate Christmas?

What do you do on Christmas Day?

What do you have for Christmas dinner?

What is your nationality?

What is your occupation?

What languages do you speak?

Where are you living now?

How long have you been here?

Do you have a visa?

Where do you want to live?

Do you like English?

Where are you from?

What part?

Where is that?

How many students are there?

Whose book is this?

Whose books are these?

Can you drive?

Do you have a car?

What kind?

Do you have a California driver's license?

What size are you?

What are you doing this weekend?

What do you usually do?

Do you have a girlfriend? boyfriend?

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Personal Information

CODE: Lis/Sp/Wr

CONTRIBUTOR: Stephanie Stewart, ESL Instructor, Indochinese Refugee Engl. Prog.,  
Western Kentucky University, Bowling Green,

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: 30 min.

Purpose: To teach vocabulary found in filling out applications and other forms

MATERIALS: Chalkboard or ditto

PROCEDURE:

1. On the board or ditto draw a chart containing personal information about students. Write categories across the top, such as: name, sex, nationality, occupation, birthdate, social security number, place of employment, marital status, address, etc. List information under these headings as illustrated in the following diagram:

NAME	SEX	NATIONALITY	SOCIAL SECURITY NUMBER	ADDRESS	MARITAL STATUS	OCCUPATION
Bach Ti Vi	F	Vietnamese	400-66-7757	Adams St.	M	student
Buonkom Munrath	M	Laotian	408-42-8313	Webb St.	M	nurse

2. Using this chart, ask wh questions. Next, allow students to ask wh questions. Then proceed to detail descriptions about the students. The students should guess whom the teacher has described. After this, the students should be able to describe in detail persons listed on the chart, and another student should be able to guess the name correctly.
3. Finally, have students write a paragraph about themselves, using the information on the chart.



**SUBJECT AREA:** COPING/SURVIVAL COMPETENCIES

**TOPIC:** Making Change

**CODE:** Lis/Sp

**REPORTER:** Rosemary Grebel, Instructor, Live Oak Adult Center, Bell Gardens, CA

**LEVEL:** Beginning

**APPROX. TIME REQ.:** 20-30 min.

**PURPOSE:** To teach students the commonly used procedure for counting back change after a purchase; to provide students with an opportunity for survival role-playing

**MATERIALS:** Non-perishable grocery items (Students may be asked to bring in the products to be used); play money for bills and real coins for change

**PROCEDURE:**

1. Explain and demonstrate to the class the method used for counting back change after a purchase, i.e., say price first; count change up to the nearest dollar; count bills out to the amount tendered.
2. Divide the class into small groups. Have the students take turns being salesperson and customers, using actual grocery items, play money, and change.
3. Set up a "store" at the front of the room. Have volunteers role-play sales transactions.
4. Encourage students to count back change mentally along with the salesperson whenever making an actual purchase.

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Field Trip to Supermarket

CODE: Lis/Wr

CONTRIBUTOR: Eric Geist, ESL Instructor, La Puente Valley Community Adult,  
La Puente, CA

LEVEL: All levels

APPROX. TIME REQ.: 2-3 hours

PURPOSE: To provide the students an experience to apply the knowledge they have acquired about supermarkets: identifying departments and items, using the directory, label reading, and comparative shopping

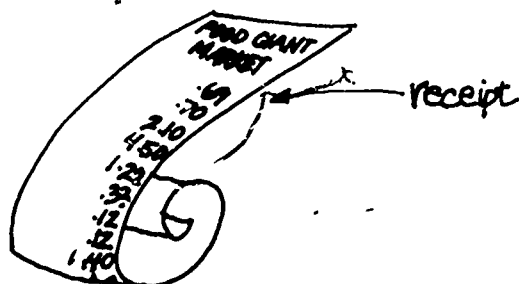
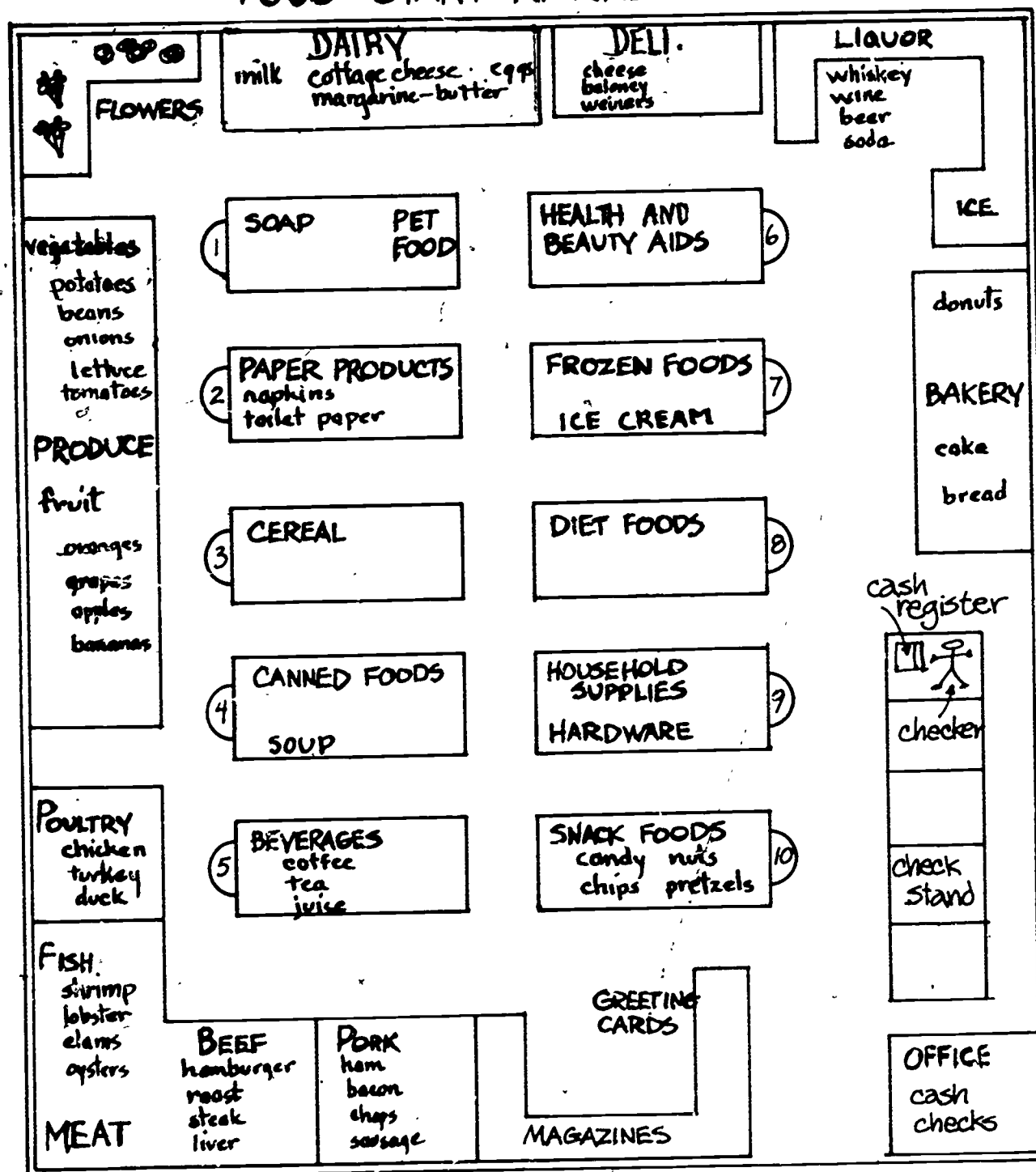
MATERIALS: Flashcards, pictures, or containers as examples of items found in the market; dittoed sheets of questions (See sample.); copies and transparencies of map of market and store directory (See over).

#### PROCEDURE:

1. Prior to the field trip, give the students copies of the map and directory. Prepare the students by teaching the following:
  - a. names of all departments in the supermarket as shown on the map transparency
  - b. names of items, including fruits, vegetables, meats, canned goods, etc.
  - c. store directory and directions for use
  - d. labels on items and location of categories of items
  - e. vocabulary necessary to fill out the questionnaire: size, content, quantity, aisle, price, cheaper, more expensive
2. Organize transportation for the field trip. It may be by car, school bus, or on foot.
3. During the field trip; conduct the following activities:
  - a. Give a brief tour of the market, reviewing the different departments and vocabulary.
  - b. Give dittoed sheets of "Questions in the Supermarket" to the students.
  - c. Have the students go around the market finding answers to the questions on the sheet.
  - d. When the students finish, have them return to you in the store in order to have their papers checked.
  - e. Assign the students who finish first to help slower students.
  - f. When finished, the students can buy whatever they want.

(Over)

# FOOD GIANT MARKET



(See next page.)

QUESTIONS IN THE SUPERMARKET

## A. Location:

1. Where's the meat department? \_\_\_\_\_
2. Where's the liquor department? \_\_\_\_\_
3. Where are the dairy products? \_\_\_\_\_

## B. Produce Department:

What's the price?	price	quantity
1. tomatoes	_____	_____
2. carrots	_____	_____
3. corn	_____	_____

## C. Store Directory:

1. Where's the salad dressing? On aisle \_\_\_\_\_
2. Where's the cereal: On aisle \_\_\_\_\_
3. Where's the canned soup? On aisle \_\_\_\_\_

## D. Groceries:

		Cheaper brand	Price	More expensive brand	Price
canned pears	1-1 lb.	_____	_____	_____	_____
detergent	3 lbs, 1 oz.	_____	_____	_____	_____
canned tuna	6½ oz.	_____	_____	_____	_____

## E. Meat Department

1. How much is the beef cross-rib roast per pound? \_\_\_\_\_
2. How much are the whole fryers per pound? \_\_\_\_\_
3. How much is the beef liver per pound? \_\_\_\_\_

## SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Magazine Advertisements

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Dorothy W. Lopez, ESL Instructor and Coordinator, Mt. View-Los Altos Adult School, Mountain View, CA

LEVEL: Advanced

APPROX. TIME REQ.: 60 min.

PURPOSE: To familiarize students with magazine advertising, its jargon and psychological message; to review vocabulary related to daily living; to encourage conversation

MATERIALS: Magazines with colorful full-page ads (Family Circle, Women's Day, Sunset, etc.); chalkboard

## PROCEDURE:

1. Distribute magazines; ask students to choose and tear out 1-2 full-page ads for various products or services. Alternately, let students choose ads from a variety that the teacher has selected.
2. Write questions on chalkboard:
  - a. What product or service is being advertised?
  - b. Who can use this product or service?
  - c. Is the ad interesting or attractive? Why?
  - d. How does the ad appeal to you?
  - e. Would you buy this product or service? Why or why not?
3. The students repeat the questions in unison and discuss meanings. Briefly demonstrate how to answer these questions by using a sample ad.
4. In pairs, the students ask and answer these questions, referring to their chosen ads. The teacher circulates to help with vocabulary and other problems but does not interfere with the natural flow of conversation.
5. After paired activities, the students can individually show and explain their ads to the group with time for spontaneous questions.
6. The students then write a paragraph or two, answering the original questions on the board. Advanced students should strive for continuity and careful paragraph construction.
7. The following day, the students might choose a different ad and try to write their own original advertising to fit the picture. These can be presented dramatically to the class and could be rated by students on a scale of 1-5 if a contest is desired.

**SUBJECT AREA:** COPING/SURVIVAL COMPETENCIES

**TOPIC:** Catalog Purchasing

**CODE:** Lis/Sp/Re/Wr

**CONTRIBUTOR:** Maria Teresa Johnson, ABE/ESL Instructor, Pacific Grove Adult,  
Pacific Grove, CA

**LEVEL:** Beginning/Intermediate **APPROX. TIME REQ.:** 20 min.

**PURPOSE:** To review and reinforce, through oral and written activities, sentence structure, reading comprehension, word pronunciation and telephone skills

**MATERIALS:** Pages from a major department store catalog; chalkboard; dittoed copies of dialog

**PROCEDURE:**

1. Briefly review catalog purchasing, explaining what it is and how to do it.
2. Model a sample dialog (with an aide, if available), dealing with catalog purchasing on the phone.
3. Next, distribute dittoed copies of the dialog with completed questions and partially completed answers. (See sample.)
4. Review orally with the class all the completed questions on the dialog so that the students learn correct pronunciation and intonation and understand the vocabulary.
5. Distribute the catalog pages to the class. Have each student select an item which he/she wishes to order and copy the essential information. Then have the students transfer that information to their dialog sheets and complete the answer section.
6. While the students complete the catalog exercise, write the dialog questions on the chalkboard.
7. Next, choose a student to be the telephone salesperson, and read the questions orally from the board. Select another student to place the order, referring to his completed dialog sheet.
8. After the students see the procedure in action, divide them into pairs and repeat the exercise. Circulate among them to check their mastery.

(Over)

DIALOG

Hello, Sears. May I help you? Yes, I would like to order a \_\_\_\_\_  
from your catalog.

What is your name? My name is \_\_\_\_\_.

What is your telephone number? My telephone number is \_\_\_\_\_.

What is your address? My address is \_\_\_\_\_.

Will this be cash or charge? This will be \_\_\_\_\_.

What is the first catalog  
number of your item? The first number is \_\_\_\_\_.

What is the color? The color is \_\_\_\_\_.

What is the size? The size is \_\_\_\_\_.

How much does it weigh? It weighs \_\_\_\_\_.

How much does it cost? It costs \_\_\_\_\_.

Thank you. It should be here by Thursday. We will call you.



SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Understanding and Using Coupons

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Sandra Blumenfeld, ESL Instructor, Hennepin Tech. Centers, Hopkins, MN

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: three 30-min. sessions

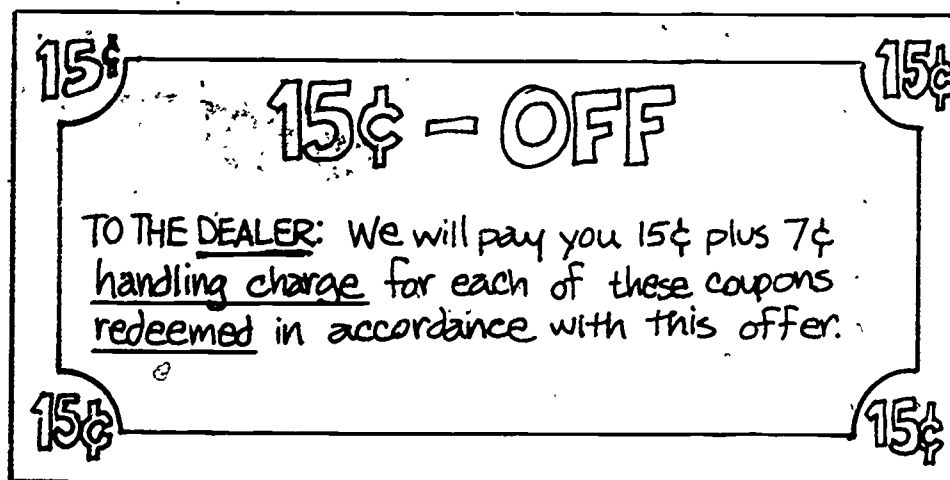
PURPOSE: To acquaint students with coupons and their functions

MATERIALS: Coupons; chalkboard; ads; transparency and overhead projector

PROCEDURE:

1. Session one: Show a transparency of a sample coupon on the overhead projector. (See sample, below.) Introduce and discuss vocabulary found on most coupons, such as: dealer, handling charge, redeem, etc. Ask the students to cut out two coupons and bring them to school.
2. Session two: Have ready several copies of the same grocery ad taken from a recent newspaper. Ask the students to look at their coupons and then at the ads. Decide if it is cheaper to buy the product on sale or to buy the product not on sale but with the coupon. Ask the students to support their answers with examples.
3. Session three: Role-play how one uses the coupons in the store. Be sure to emphasize (1) when to present the coupon, (2) under what conditions the coupon is good, and (3) what happens when the customer thinks a coupon should be honored and the management does not. Explain "rain check."
4. At the end of the role-playing session, ask for questions and responses. Ascertain if the students plan to use coupons now that they know how they work.

SAMPLE COUPON



**SUBJECT AREA: COPING/SURVIVAL COMPETENCIES****TOPIC:** Goods and Services in the Community**CODE:** Lis/Sp/Re**REPORTER:** Janet R. Hafner, Instructor Bilingual Ed., Palomar Community College,  
San Marcos, CA**LEVEL:** Intermediate/Advanced**APPROX. TIME REQ.:** 50 min.**PURPOSE:** To give the students practice in listening to and comprehending radio commercials which advertise goods and services in their community**MATERIALS:** A taped copy of local radio station's recorded commercials**PROCEDURE:**

1. Before playing the commercial, pinpoint the information which the students are looking for.
2. Play the commercial, and ask questions on comprehension.
3. Replay several times, if necessary, until all information has been found.
4. Discuss any idioms or reduced forms where necessary.
5. Follow the comprehension exercise by distributing the script for reading practice.

Note: Commercials are full of current everyday expressions, shortened conversational forms, such as: "would ya" and "did ya," and most important, different vocal patterns with background noise and interference which the students must learn to disregard in order to comprehend the meaning of the communication.

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Reading the Want-Ads; Expanding Abbreviated Language into Sentences and Paragraphs CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Patricia Werner de Poleo, Instructor, English Language Program,  
Univ. of California, Santa Barbara, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 30-40 min.

PURPOSE: To provide practical skills necessary for job and apartment hunting while practicing descriptive writing skills in a semi-controlled exercise

MATERIALS: Newspaper want-ads; paper; glossary of terms and abbreviations

PROCEDURE:

1. Select several typical job or apartment ads from the newspaper. Write one on the chalkboard, leaving space for word lists and sentences.
2. Give students the handout glossary (See sample, below.). Begin by eliciting translations of abbreviations into words and list these words.

Example: 375 2 bdrm in SB, kids OK, lndry, no last, sec, call \_\_\_\_\_

\$375.00 a month rent	children are OK (or accepted)
two bedroom	laundry facilities
*in Santa Barbara	no last month's rent
	security deposit

3. Construct sentences as a class, using a fictitious landlord. Group the sentences into a coherent description of the rental, e.g., Mr. Smith has a two bedroom apartment for rent.
4. Choose a second ad, and write it on the board. Have the students work individually at writing out the description. Continue the exercise, if time and interest allow, after the students have read their descriptions aloud.
5. As a follow-up activity, role-play a landlord interviewing a prospective tenant. Fill out applications for apartments. Go through procedures for arranging for utilities and/or cover situations where problems arise, e.g., the gas has been shut off.
6. The same procedure may be used for all types of newspaper ads, including furniture, appliances, jobs, cars, and services.

Sample glossary:

a/c - air conditioning  
apt - apartment  
bdr, bdrm, br - bedroom  
d & d - disposal and dishwasher  
furn - furnished

incl - included in rent  
ldy, ldry, lndry - laundry facilities  
nr - near  
pkg, pkgng - parking  
util - utilities

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Application Forms

Code: Re/Wr

CONTRIBUTORS: Julian Bamford, ESL Instructor, Evans Community Adult School,  
Los Angeles, CA  
Mark W. Seng, Professor, University of Texas, Austin, TX

LEVEL: Beginning/Intermediate

APPROX. TIME REQ.: Four 30-min.  
lessons; three 10-min. follow-ups

PURPOSE: To teach the vocabulary and skills needed to fill out forms

MATERIALS: Varying application forms; dittoed copies of forms; optional:  
transparencies and overhead projector

#### PROCEDURE:

1. Using real application forms or ones from textbooks, divide the questions on the forms into three sections: personal data, education, and employment. Make vocabulary lists for each section, as well as a general vocabulary list, e.g., print, write, check, circle. List some general guidelines for filling out forms, e.g., write neatly, answer every question, etc. Make three practice forms, one for each section, and make dittoed copies for the class. If using an overhead projector, make a transparency for each of these practice forms. Last, make dittoed copies of a complete form for final practice and testing.
2. Begin with a lesson on general guidelines and vocabulary. In the next lesson take the first section, personal data: explain the vocabulary; and fill out the practice form with the class, using the transparency or the chalkboard. Then hand out the dittoed practice forms for the students to fill out in class or for homework. Collect and correct these in pencil, going over common errors in a short follow-up period. Give back the forms so that the students can make their corrections. Do the other two sections - education and employment - in the same way.
3. Finally, give the students the complete form to fill out in class or for homework.

Note: Job application forms are probably the most common and most complex forms that students will encounter. Besides their use as samples, driver's license applications, school application, and credit application forms are good to use.

4. With students' help, get one or multiple copies of official forms:
 

a. Motel registration card	g. Apartment lease
b. Post office foreign residency card	h. Car title, change of ownership
c. Post office change of address card	i. Marriage application form
d. Bank blank checks	j. Dr's office medical history
e. Driver's license application	k. College admission application
f. Job applications (obtain several different types - large store, professional, part time work)	l. Transcript application
	m. Legal contracts like TV rental, car rental, car purchase, etc.

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Application Form: Reasons for Leaving a Job

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Joanne Low, ESL Instructor, Chinatown/North Beach Community College Center, SFCCD, San Francisco, CA

LEVEL: Advanced

APPROX. TIME REQ.: 30-45 min.

PURPOSE: To review and reinforce acceptable general reasons for leaving a job; to fill in the Reasons-for-Leaving part of a job application form

MATERIALS: Chalkboard; teacher-prepared cards

PROCEDURE:

1. Ask students for reasons a person might have for leaving a job. List the reasons\* on the chalkboard.
2. Discuss general vs. specific reasons, and change the wording if the reason is too specific.
3. Divide the class into small groups. Each group chooses a recorder.
4. Give each group a set of cards describing job termination situations. (See examples on the next page.) The recorder numbers a sheet of paper from 1 to 16 (depending on the number of situations).
  - a. Type situations on one sheet. Photocopy. Cut up and glue on index cards. This way several sets can be made for work with several groups.
  - b. Make several sets with different situations. Have the reasons for the same number match (#1 for each set will have the same reason, etc.). This makes it easier to correct, and they can compare situations.

\*Common general reasons include these:

promoted  
company moved  
business slow  
laid-off  
family illness  
injury  
health reasons

immigrated to U.S.  
business closed down  
wanted better benefits  
contract ended  
changed professions  
started own business  
returned to school

transferred (by gov't.)  
moved out of area  
wanted better working conditions  
wanted better opportunities  
family responsibilities  
temporary position only  
entered training program

(Over)

## SAMPLE SITUATIONS

1. Eric hurt his back and neck in a skiing accident. He was unable to work. What should he put as his reason for leaving the job?
2. Doug worked in a factory. The equipment was old and it needed a lot of repairs. Doug thought it was a dangerous place to work. What should he put as his reason for leaving?
3. Sue Ann worked for a restaurant. Business was bad, so the owner closed down the restaurant. What should she put as a reason for leaving?
4. Carol had a summer job last year. The job was for three months only. What should she put as her reason for leaving the job?
5. Maria was a junior bookkeeper for three years before she became a senior bookkeeper. What should she put as her reason for leaving the first job?
6. Jack had a routine job in a candy factory. He didn't like it because it was boring. What should he put as his reason for leaving?
7. Mary was working for a bank in New York. When she got married, she left her job and moved to California. Her husband is from California. What should she put as her reason for leaving the job?
8. May was working for the payroll department of the XYZ Company. She didn't like working with numbers, so she changed departments. What should she put as her reason for leaving the job?
9. Mr. Wong was a waiter at the Good Food Restaurant. He left his job when he entered the 4/4 training program. What should he put as his reason for leaving?
10. Bob worked for a large company. He felt that the company was too large because it was difficult for him to learn new skills and move ahead. What should he put as his reason for leaving the job?
11. Sally quit her last job because she was going to have a baby. What should she put as her reason for leaving the job?
12. Joe worked for a company that didn't provide benefits. There were no vacations or medical coverage. What should he put as his reason for leaving?
13. Susan's mother was seriously ill. Susan had to quit her job to care for her mother. What should she put as her reason for leaving?
14. Henry worked for a cookie factory. Business was slow, so they had to let some workers go. What should he put as his reason for leaving?
15. Tom worked for the Sweet Shop Bakery in Oakland. The company moved to Los Angeles. Tom didn't want to move. What should he put as his reason for leaving the job?
16. Chuck Wong was an accountant. After working as an accountant for 5 years, he decided to become a teacher. What should he put as his reason for leaving the job?



SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Medical Vocabulary and Conversation

CODE: Lis/Sp/Wr

CONTRIBUTOR: Mae H. Manthey, ESL Instructor, Tracy Adult School, Tracy, CA

LEVEL: Intermediate

APPROX. TIME REQ.: four-30 min.  
sessions

PURPOSE: To provide for effective communication between patient and doctor

MATERIALS: Chalkboard; 3x5 cards; paper; dittoed bingo grids on 8½x11 paper

PROCEDURE:

1. For the first class session, have the students copy from the chalkboard a list of twenty or more common illnesses, e.g., flu, hay fever, tonsilitis, etc., and their symptoms. Discuss and clarify the terms. (30 minutes)
2. For the second class session, name illnesses and call on individuals to give their symptoms from memory. Then name the symptoms, asking for names of corresponding illnesses. (30 minutes)
3. For the third class session, do some role-playing. Assign an illness to each student. The teacher plays the role of doctor. As each student comes to see the doctor, he must describe his symptoms. The doctor asks him several questions and gives him a diagnosis. (30 minutes)
4. For the fourth class session, end the unit with a teacher-devised bingo. First, list all the illnesses and symptoms on 3x5 cards, one per card. Next, list the same illnesses and symptoms on the chalkboard. Then distribute to the students blank bingo grids (16 squares), and have them fill in their grids (in random order) with sixteen of the terms on the board, drawn from a total of thirty or more. Call off words from the 3x5 cards and play bingo. (30 minutes)

flu	vomiting	tonsilitis	cough
mumps	pain	hay fever	arthritis
fever	ulcer	headache	diarrhea
chills	measles	swelling	bladder infection



**SUBJECT AREA: COPING/SURVIVAL COMPETENCIES**

**TOPIC:** Life Situations: Incorporating Community Resources into the Adult ESL Curriculum **CODE:** Lis/Sp/Re/Wr

**REPORTER:** Sandra Brown, Coordinator, North Hollywood Adult Learning Center,  
North Hollywood, CA

**LEVEL:** All levels **APPROX. TIME REQ.:** variable

**PURPOSE:** To relate the study of English to the student's immediate environment and the problems and situations he/she encounters in his/her everyday life

**MATERIALS:** N.A.

**PROCEDURE:**

1. A "Life Situations" curriculum can be designed at a school site around topical units of two to four weeks duration. During the period of time designated for each topic, the community is brought into the classroom through the use of speakers, films, and real-life materials and objects. The students go out into the community on field trips and class assignments. Classroom materials (teacher-made, district-produced, or commercial) are also chosen to tie in with the content area. Life skills, vocabulary, and grammatical structures appropriate to each class' level of ability are taught through the use of various strategies: role-playing, dialogues, conversations, discussions, and other oral, reading, and writing activities.
2. All ESL class levels can follow this curriculum plan at the same time. Although there are some common experiences (some of the field trips and speakers), each instructor approaches the scheduled topic as best suits his/her own teaching style and interests and his/her students' needs, interests, and ability level. Because all of the ESL teachers work on the same general topic at the same time, there is much sharing of ideas and materials. There is also communication with the instructor of the next class of the day who may teach a more traditional grammar-oriented class to the same ESL level. In this way, an attempt is made to create continuity and reinforcement of structure among these classes.
3. An expanded description of "Life Situations" appears in the CATESOL-Occasional Papers, Number 5, (Fall, 1979). It includes suggestions for community resources (real-life materials, brochures, audio-visual materials, speakers, and trips); suggestions for subjects for discussion, dialogue, and role-playing, and other activities; a checklist of some oral and written classroom strategies which can be used for presentation, reinforcement, and/or evaluation.
4. The "Life Situations" curriculum is continually evolving as new ideas are incorporated and different teachers work with it. On the next page is this year's schedule of topics and suggested group activities.

(Over)

	<u>Topic:</u>	<u>Suggested Activities:</u>
September 10-29 (3 wks.)	COMMUNITY SERVICES	Trips: Post office; fire station Speaker: Police; legal aid
October 1-20 (3 wks.)	EMPLOYMENT	Trips: ROC (Regional Occupational Consortium) Speaker: EDD (Employment Development Dep't)
October 22-Nov. 10 (3 wks.)	CONSUMER EDUCATION	Speaker: Credit manager Food merchandiser or economist
November 13-29 (3 wks.)	FAMILY LIFE/HOLIDAYS	Hobby show
December 3-21 (3 wks.)	RECREATION	Trip: TV studio taping Speaker: Auto club on trips
(Winter vacation)		
January 7-25 (3 wks.)	HEALTH	Speaker: Heart Association Health Dep't. services Relaxation exercises

January 28-Feb. 9 (2 wks.)	COMMUNITY SERVICES/ EDUCATION	Trip: Library; local school Speaker: Foreign Student Adviser
February 11-21 (2 wks.)	CITIZENSHIP/GOVERNMENT	Trip: City Hall; Courthouse Speaker: Census taker
February 25-March 15 (3 wks.)	CONSUMER EDUCATION	Trip: Lawry's; factory Speaker: Insurance
March 17-28 (2 wks.)	HOUSING	Speaker: Rent control
April 7-17 (2 wks.)	HEALTH	Speaker: Nutrition; mental health
April 21-May 3 (2 wks.)	FAMILY LIFE	Speaker: Family counselor; family planning
May 5-23 (3 wks.)	CULTURAL AWARENESS	*El Cinco de Mayo - talent show Japanese Boys' Day - tea ceremony
May 25-June 12 (2½ wks.)	RECREATION	Trip: Descanso Gardens; Huntington Library Gardens

\*Trip: Olvera St., Chinatown, Little Tokyo

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Community English

CODE: Lis/Sp/Wr

CONTRIBUTOR: Sharon Meeker, Instructor, Sacramento City Unified School District,  
Sacramento, CA

LEVEL: Advanced

APPROX. TIME REQ.: 10 days  
per cycle; 7-8 cycles for the sem.

PURPOSE: To raise student awareness of services available from community agencies; to build student confidence in using English beyond the classroom

MATERIALS: Telephone directory; ditto masters; broad felt-tip pen

PROCEDURE:

1. The students respond to a community agency inventory to determine which local agencies they know, which agencies they want to know more about, and which agencies they would like to visit. (See sample, below.)
2. Then, the teacher familiarizes the students with the telephone directory by having them look up the numbers of agencies, of fellow students' names, and other common telephone referrals.
3. From the results of the inventory, the teacher selects five of the agencies listed and marks them on separate pieces of paper with a broad felt-tip pen. The students sign up for whichever agency they want to know more about. This initial signing-up is a way for the teacher to keep track of who is doing what and a commitment by the student to do a task.
4. Next, all the students who sign up for a particular agency get into a group to choose a recorder. They decide what they want to know about the agency and write interview-type questions. The teacher circulates from group to group to assist in formulating questions and to correct grammatical errors.
5. The students in each group look up the address and phone number of their agency in the directory. They call from the nearest available phone during the class time or after they go home to set up an interview, telling the agency that they are doing a class project. (Informal role-playing before the call and before the interview is advised to build student confidence. Interviews can be scheduled during class time, whenever possible, so that all students in the group are available to go out.)
6. The students arrange their own transportation to get to the interview. (The teacher must make it clear to the class that the law prohibits him/her from telling them how to get there.)
7. When the students return to the class from the interview, the teacher should be available to listen to the account of their experience. This "debriefing" is an integral part of the procedure.

8. Next, the students use a ditto master to write up their report to the class. The teacher will go over it with them to include whatever they might have told him/her but have forgotten to write, as well as to correct the grammar and spelling.
9. At the end of the cycle, when all the groups have gone out and returned and written their reports, two days are set aside for presentations of the group reports. Each group sits in front, as a panel. Their dittos are passed out. They give an oral report of what the agency does for whom, when, why, etc. There is time for questions, comments, and additions from the other students. At this time, guests from other classes, administrators, or outside guests should be invited.
10. This cycle can be repeated seven to eight times over the course of a semester until all or nearly all the agencies listed on the inventory are visited. After this has been completed, the group reports can be rewritten into short articles for a student publication, which describes the agencies' purposes and functions.
11. Finally, the students take the agency inventory again and compare their responses to the first time.

## COMMUNITY AGENCY INVENTORY

Circle      1      if you have never heard of the agency  
              2      if you have heard the name but know nothing else  
              3      if you know when and why you might need this agency  
              V      if you would like to visit this agency

- |     |   |   |   |   |                                   |
|-----|---|---|---|---|-----------------------------------|
| 1.  | 1 | 2 | 3 | V | Suicide Prevention Center         |
| 2.  | 1 | 2 | 3 | V | Alcoholics Anonymous              |
| 3.  | 1 | 2 | 3 | V | Mental Health Clinic              |
| 4.  | 1 | 2 | 3 | V | Planned Parenthood                |
| 5.  | 1 | 2 | 3 | V | Highway Patrol                    |
| 6.  | 1 | 2 | 3 | V | Real Estate Broker                |
| 7.  | 1 | 2 | 3 | V | Bank                              |
| 8.  | 1 | 2 | 3 | V | Savings and Loan                  |
| 9.  | 1 | 2 | 3 | V | Immigration and Naturalization    |
| 10. | 1 | 2 | 3 | V | Funeral Parlor                    |
| 11. | 1 | 2 | 3 | V | Public Library                    |
| 12. | 1 | 2 | 3 | V | Police Station                    |
| 13. | 1 | 2 | 3 | V | Hospital                          |
| 14. | 1 | 2 | 3 | V | Marriage Counselor                |
| 15. | 1 | 2 | 3 | V | YMCA, YWCA                        |
| 16. | 1 | 2 | 3 | V | Internal Revenue Service          |
| 17. | 1 | 2 | 3 | V | Art Gallery                       |
| 18. | 1 | 2 | 3 | V | Adult School                      |
| 19. | 1 | 2 | 3 | V | High School                       |
| 20. | 1 | 2 | 3 | V | Elementary School                 |
| 21. | 1 | 2 | 3 | V | Nursery (or Pre-) School          |
| 22. | 1 | 2 | 3 | V | Social Security                   |
| 23. | 1 | 2 | 3 | V | Employment Office                 |
| 24. | 1 | 2 | 3 | V | Employment Agency                 |
| 25. | 1 | 2 | 3 | V | Welfare Office                    |
| 26. | 1 | 2 | 3 | V | Legal Aid Society                 |
| 27. | 1 | 2 | 3 | V | Skills Center                     |
| 28. | 1 | 2 | 3 | V | Department of Motor Vehicles      |
| 29. | 1 | 2 | 3 | V | Courtroom                         |
| 30. | 1 | 2 | 3 | V | TV Station                        |
| 31. | 1 | 2 | 3 | V | Newspaper                         |
| 32. | 1 | 2 | 3 | V | Nursing Home                      |
| 33. | 1 | 2 | 3 | V | Private School                    |
| 34. | 1 | 2 | 3 | V | Insurance Company                 |
| 35. | 1 | 2 | 3 | V | Mother's Emergency Stress Service |
| 36. | 1 | 2 | 3 | V | Women's Center                    |
| 37. | 1 | 2 | 3 | V | Fire Department                   |
| 38. | 1 | 2 | 3 | V | Public Health Clinic              |
| 39. | 1 | 2 | 3 | V | Cancer Society                    |
| 40. | 1 | 2 | 3 | V | Red Cross                         |
| 41. | 1 | 2 | 3 | V | Consumer Affairs                  |
| 42. | 1 | 2 | 3 | V | Drug Abuse Rehabilitation         |
| 43. | 1 | 2 | 3 | V | Other _____                       |
| 44. | 1 | 2 | 3 | V | Other _____                       |

SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Field Trip to Small Claims Court

CODE: Lis/Sp/Re

CONTRIBUTOR: Jack Wigfield, ESL Instructor, Alemany Community College,  
San Francisco, CA

LEVEL: Advanced

APPROX. TIME REQ.: six 60-min.  
sessions plus field trip

PURPOSE: To familiarize students with the American court system

MATERIALS: State brochures on small claims court; teacher-made handouts;  
a "judge's robe"

PROCEDURE: Note: The small claims court is the least threatening court in our judicial system, and a visit is a good way to introduce the court system to the students. After completing this unit, the students will have learned that small claims is their recourse to the courts without a lawyer or a lot of money.

1. Call or visit the small claims court ahead of time to arrange for the class field trip. Find out the times the court is in session and obtain the free brochures.
2. Examine the brochure. Prepare some questions to introduce on the material and new vocabulary. Some sample questions could be: Who's the plaintiff? Who's the defendant? How much money can be involved? etc.
3. On the first and second days, prepare the students for the court visit.
  - a. Distribute handouts with vocabulary and information questions for a pre-reading activity.
  - b. Then read the brochure and discuss in class. Follow-up activities include these:
    - 1) Prepare a Cloze reading on part of the brochure, simplifying where necessary. Have the students complete the Cloze exercise, and then go over the answers in class and discuss the content.
    - 2) Have the students answer the list of questions from the handout for comprehension check and discussion.
4. On the third day, visit the court to observe the proceedings. If the class is too large, the court may want to divide the class into smaller groups to visit different courts in session.
5. On the fourth day, prepare to hold court in the classroom.
  - a. Have the students discuss briefly what they observed in the real court.
  - b. Explain that they are going to hold their own small claims court in class. First, have the class choose a judge among the stronger students. In addition, have them choose a bailiff.

(Over)

- c. Then prepare small pieces of paper: two with number 1 on them, two with number 2, two with number 3, etc. Each student draws a piece of paper and must find the other student with the same number as his.
  - d. Next, each pair of students decides on a problem to bring to the small claims court. They must decide who will be the plaintiff and the defendant, what kinds of evidence they will need to bring, etc. (The brochure describes the kinds of evidence that are helpful: receipts, bills, etc.) Some common types of cases they might decide to use are these: tenant/landlord disputes, auto accidents, promises of work not done, etc.
6. On the fifth and sixth days, hold mock court in the classroom. Have the students conduct an actual court session in class. To simulate the court environment, dress the judge in a black "judge's robe" or anything that approximates it, such as a black raincoat. Divide the classroom time so that each pair of students has a chance to present. Remind the students of the procedure and of the fact that all decisions must be made by the judge. After finishing "mock court", administer a test on the small claims court system.

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SUBJECT AREA: COPING/SURVIVAL COMPETENCIES

TOPIC: Weather Reports

CODE: Lis/Sp/Wr

CONTRIBUTOR: Sandra Blumenfeld, Instructor, Hennepin Technical Centers, Hopkins, MN

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 30 min.

PURPOSE: To sharpen aural comprehension; to familiarize students with terms used in reporting the weather; to help eliminate the fear of using the telephone to obtain information; to eliminate the fear of listening to a recorded message

MATERIALS: Tape recording of a weather report; a tape recorder

PROCEDURE:

1. Tape either a recording of a telephone "weather line" or a short, 90-second weather report.
2. Introduce weather terminology, such as: forecast; highs and lows; high/low pressure, high/low cloudiness; partial clearing; light variable winds; coastal strip and inland valleys, etc.
3. Play the tape several times, making sure the students understand the terminology and major points.
4. Question the students orally.
5. Upon completing the assignment, ask that each student call the weather line or listen to a report on the radio to learn the forecast for the following day.
6. Advanced students can be asked to take notes in their notebooks on what they hear on the tapes during class and again when doing their homework.

**SUBJECT AREA: COPING/SURVIVAL COMPETENCIES**

**TOPIC:** News/ Radio Broadcast

**CODE:** Lis/Sp/Wr

**REPORTER:** Dolores Carlson Fowler, ABE/ESL Coordinator, Mt. Diablo Adult Ed.,  
Concord, CA

**LEVEL:** -Advanced

**APPROX. TIME REQ.:** 60 min.

**PURPOSE:** To develop general and specific detail listening skills

**MATERIALS:** Tape recorder; tapes; dittoed materials

**PROCEDURE:**

1. Make a tape recording of news from the radio. Use an all-news station so that one can record several items in succession. Include a commercial in the recording.
2. Prepare and distribute a three-part exercise handout to the students.
3. For the first exercise, play the recording, and ask the students to put the news items in order as they listen.
4. For the second part, prepare a Cloze exercise, typing the script from one or two portions of the tape, omitting every fifth word. Have the students fill in the blanks as they listen the second time.
5. For the third part, have the students answer listening-comprehension questions regarding specific details of the news items, commercials, and vocabulary. Play the tape a third time, if necessary.
6. Discuss the tape and exercises in class. The students score their own papers.
7. Ask the students to write a paragraph about one of the news items or the commercial. This may be a paraphrase, an opinion, a criticism, a comment about the effectiveness of the commercial, the writing of an original commercial, or a solution to a problem stated on the tape. Give the students latitude in writing. However, if similar exercises are repeated for successive weeks, have them vary their writing approach.

# VIII MAP USE AND DIRECTIONS

SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: How to Read a Map

CODE: Lis/Sp

CONTRIBUTOR: Sandra Devereux, ABE Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: All levels

APPROX. TIME REQ.: 25 min.

PURPOSE: To learn how to read a map and map symbols

MATERIALS: A large map of an amusement park, school campus, or building directory; dittoed handouts of map

PROCEDURE:

1. Attach the map to a bulletin board or on chalkboard clips. Ask the students what this is a map of. Discuss different kinds of maps, and point out that all maps are used to show the reader how to get from one place to another.
2. Using the map, have students pretend they work in an information booth and give directions to visitors.

Sample questions for visitors:

Where is the entrance?  
How many restrooms are there?  
Where are they?  
Where is a gift shop?  
Where is the office?

3. The teacher can be the first "visitor", followed by the students who take turns being "visitor" and the "information booth worker".
4. After they become familiar with the map, ask the students to describe orally how they would get from one place to another.
5. Next, distribute the map handouts, and divide the students into pairs to ask and give directions.
6. As a follow-up activity, have students bring in maps of places they have visited, and put them on the bulletin board. These maps can be used for a review of this same activity at a later time.

SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: Familiarizing the Student with His/Her City CODE: Lis/Sp/Re

CONTRIBUTOR: Linda Little, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 40 min.

PURPOSE: To locate points of interest, streets, and directions on a local city map; to practice using alphabetical listings

MATERIALS: Chalkboard; class bulletin board; two city maps; pins with flag markers; 5x8 blank pieces of paper

# PROCEDURE:

1. Draw a rectangle on the board and divide it into squares. Write in the points of the compass and assign letters and numbers to the squares as in the following diagram:

## Points of Interest:

Airport	B-3
Balboa Park	C-3
Students' school	F-2
Fishing Pier	A-2
Mission	E-2
Sea World	A-1
University Hospital	C-1

	A	B	C	D	E	F	
							1
							2
		Air- port					3

2. Show the students how to locate the first item on the "board map". Then ask individual students to write in the remaining points of interest.
3. Proceed from the board map to the city map which has been pinned on the class bulletin board. Look up the first point of interest, and locate it on the map, pointing out the similarity in procedures. Ask pairs of students to look up each interest point and to place a pin with a marked flag in the appropriate spot. Using two maps, have one student search the location in the map code and the other student, receiving instructions, locate the correct place on the map at the board.
4. In the meantime, the teacher involves the rest of the class in an active discussion relating to the topic. For example:  
Have you been to the airport? When were you at the airport?  
Why were you there? Tell me about your trip. Do you enjoy visiting airports? Do you like to fly?
5. After the different points of interest have been located on the map, pass out blank pieces of paper, and ask the students to write their own names and street addresses on the piece of paper. Have students go up to the city map in groups of two or three, look up their streets in the street index, and place their flags in the correct spot.
6. Proceed with the class discussion on the selected topic until all groups have finished locating their streets.

SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: Using Maps and Giving Directions CODE: Lis/Sp

CONTRIBUTOR: Analydia Marta Torra Scoggin, ESL Instructor, Community Adult School,  
La Puente, CA

LEVEL: All levels, level of applicability based on difficulty of directions given APPROX. TIME REQ.: 20-25 min.

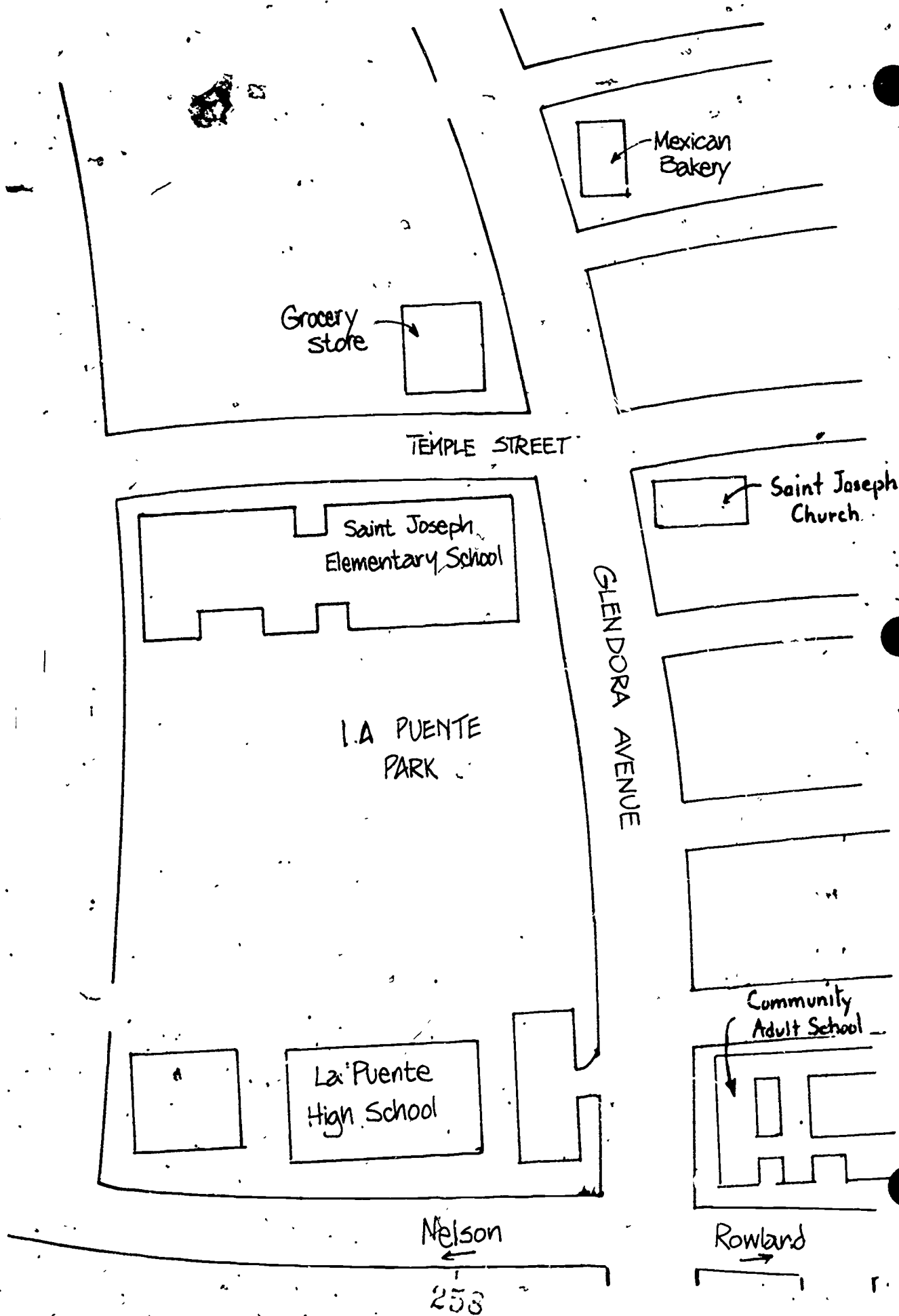
PURPOSE: To practice map-reading and direction-giving in a simple setting which students can visualize

MATERIALS: Dittoed copies of a teacher-made local area map (See map sample.); transparency of the map

#### PROCEDURE:

1. Show the students the transparency of the map. Choose a known area near the school. Preferred areas are commercial and/or include other schools and parks which are good points of reference. The map does not need to follow an exact scale nor show the names of all the cross streets. It should give the names of the streets where the reference points are and show an approximate number of blocks, so that the area is recognizable.
2. Indicate the cardinal directions (North, South, East and West), and show the reference points that they will identify.
3. Take the students outside to the corner of the school; indicate the cardinal directions; and show them the points of reference that can be seen from there.
4. On returning to the classroom, ask the students for simple directions. For example (referring to the attached map): "How do you go from the Community Adult School to the corner of the Church of Saint Joseph?"
5. Elicit from the students whatever directions they are able to express. Tell them the same directions in the correct way, e.g.: "Go north on Glendora Avenue four blocks to Temple. The church is the building on your right." Have them repeat the directions correctly.
6. Write the directions on the board for the students to copy. Show the map and repeat the directions.
7. Ask for another location, e.g., "How do you get from the school to the Mexican Bakery?" and follow Steps 5 and 6.
8. Repeat the procedure with other locations.

(Over)





SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: Following Map Directions

CODE: Lis/Sp

CONTRIBUTOR: Darlene Elwin, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: Advanced beginning

APPROX. TIME REQ.: 20 min.

PURPOSE: To learn how to follow a map and to understand oral instructions while using it

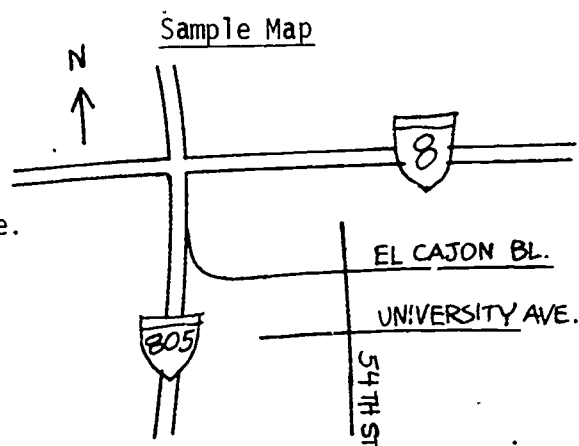
MATERIALS: Chalkboard; a dittoed map; a toy car

PROCEDURE:

1. On the chalkboard, draw a simple map of the school area including local markets, gas stations and other landmarks. Include instructions off to one side.

Sample Instructions

Start from 805 and 8.  
Take 805 south.  
Turn east on El Cajon Blvd.  
Go to 54th St. and turn right.  
Follow 54th St. to University Ave.  
and turn right.



2. Give the instructions, and have the students repeat them. Explain any new vocabulary.
3. Have a student go to the board with a toy car. Select four students to take turns giving one instruction each - a starting point and a destination - to the student at the board who follows with the car. After the last instruction is given, a new student comes to the board.
4. After the board activity, pair off the students with dittoed copies of the map, and have them give the instructions to each other. The receiver follows instructions with his finger.

(Over)

5. Next, give new sets of instructions to the students. Using the same starting point but ending at new destinations, ask the class, "Where are you?" If many students miss the destination, repeat the instructions, using the board map.
6. Again, pair off the students, and have them give new instructions to each other. Slower students may continue working on original instructions.
7. As a follow-up activity, ask the students to observe how they get home from school, and either write the directions or draw a map to give to the teacher.
8. This exercise can also be used as a verb review. The teacher gives the instructions, i.e., "Start from 805 and 8, take 805 south,"...The students reply in the tense being reviewed. For example (the past tense):  
  
"I started from 805 and 8. I took 805 south. I turned east on El Cajon Blvd."

SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: Map Skills and Visualization

CODE: Re/Wr

CONTRIBUTOR: Dolores Carlson Fowler, ABE/ESL Coordinator, Mt. Diablo Adult Educ.,  
Concord, CA

LEVEL: All levels, level of applicability based on difficulty of example chosen APPROX. TIME REQ.: 30 min.

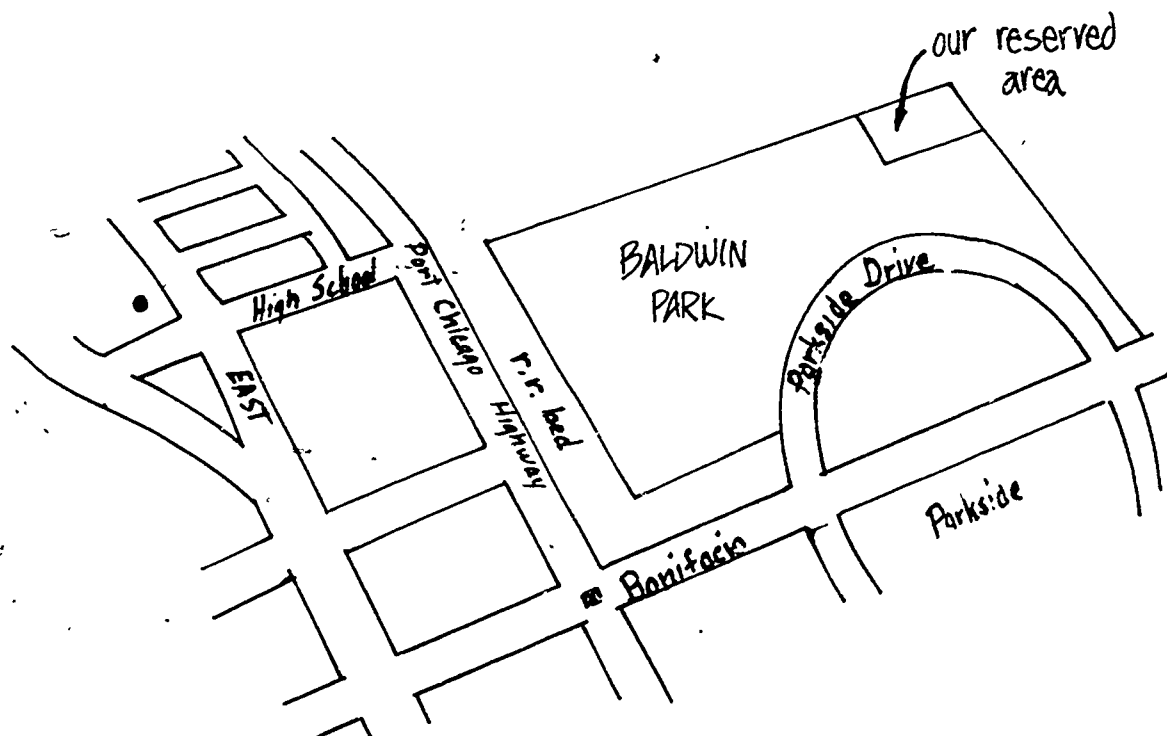
PURPOSE: To reinforce map skills related to reading and visualization

MATERIALS: Dittoed narrative

PROCEDURE:

1. Prepare a narrative about an area of your community, and distribute a dittoed copy to each student. (See example.)
2. Ask students to draw a map illustrating the narrative. (See below.)
3. Variation:
  - a. Ask the students to take a walk around the school.
  - b. Students draw a map as they walk.
  - c. Students then write a narrative about their maps.
  - d. Each student reads his narrative to the class while the others draw a map illustrating what they have heard.

Example of Student Visualization



(Over)

## NARRATIVE

Read the following directions carefully, trying to visualize the route pointed out. Afterward you will be asked to draw a map illustrating the route.

Reading Selection: CONCORD: From Mt. Diablo Adult Education to Baldwin Park

Tomorrow our class will go on a picnic. We'll leave school at 11 A.M. and walk to Baldwin Park. Meet in your classroom at 10:30.

Our plan for walking is as follows:

1. Walk SE down East Street to High School Street. Turn left.
2. Walk on High School Street for two blocks until we reach Port Chicago Highway. Turn right. (SE)
3. Walk on Port Chicago until we reach Bonifacio where there is a four-way stop. Turn left.
4. Cross over the railroad track bed (tracks have been removed) which parallels Port Chicago Highway on the east side. Walk one short block to Parkside Drive. Turn left.
5. You have now entered the park. Follow Parkside Drive as it circles to the right through the park. It will complete a half circle as it crosses Bonifacio again at the opposite end (SE) of the park. The main part of the park is on your left as you follow Parkside Drive.
6. You will find our reserved area in the NE corner of the main part of the park.
7. See you there! Have a good time!

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SUBJECT AREA: MAP USE AND DIRECTIONS

TOPIC: Writing Directions to a Location

CODE: Lis/Sp/Wr

CONTRIBUTOR: Joan Temple, Instructor, Evans Community Adult School,  
Los Angeles, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20 min.

PURPOSE: To give students a system for writing directions to a location while listening to them

MATERIALS: Chalkboard; 8½x11 paper

PROCEDURE:

1. The teacher gives oral directions to a location and shows the students a system for writing down the important information. (See example, below.)
2. Next, a student gives directions to his house from school while the other students listen and write down the important information, using the system.
3. After they have finished, the teacher writes the "correct" system on the board, and the students check their papers against that model.
4. The instructions for using the system are simple: Write only the major points of a person's directions: streets, directions to turn, large landmarks. Also, use abbreviations.

Example:

Directions to 1133 S. Lucerne from Evans Adult School

Oral Directions

Get on the Harbor Freeway South and stay on the right. Change to the Santa Monica Freeway going west and get off at Crenshaw. Take Crenshaw a mile or two going north until you get to Pico. Turn left on Pico. Go about four blocks and turn right on Lucerne. It's a very small street, so look carefully. Go down the hill and one more block to 1133.

Written Directions

Harbor Fy - S, stay R.  
S.M. Fy - W  
Exit Crenshaw - N+1-2 mi.  
Pico - L+ 4 blks  
Lucerne - R downhill

# **IX      SOCIAL BEHAVIOR AND CUSTOMS**

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SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Introducing Positive Responses to Greetings CODE: Lis/Sp/Re

CONTRIBUTOR: Linda Zinn, ESL Instructor, Chinatown/North Beach Community College Center, SFCCD, San Francisco, CA

LEVEL: Beginning APPROX. TIME REQ.: 25 min.

PURPOSE: To elicit orally from the students what they know in the way of positive responses to greetings; to teach more of these forms

MATERIALS: Chalkboard

PROCEDURE:

1. Draw on chalkboard the following three faces and label them #1, #2, and #3

1.



2.



3.



2. Pointing to Face #2, tell the students they are feeling that way. Then ask them how they would respond to such questions as "How are you?", "How are you doing?", "How's it going?" Write student responses below the face on the board.
3. Repeat the procedure for Faces #1 and #3. Discuss the range of feelings exhibited by the three faces and any vocabulary problems.
4. Drill the three basic greetings mentioned in #2 above, followed by the three sets of responses which the three faces represent. Pointing to Face #1, drill: "Great!", "Wonderful!", "Very good." Pointing to Face #2, drill: "Pretty good", "Good", "Not bad", "Fine", "So far so good", "No complaints. Everything's OK." Pointing to Face #3, drill: "OK", "All right", "So-so."
5. The second time, drill with "thank you" added on. Three rounds of drilling should be sufficient.
6. Next, call on the students to practice in pairs, using the greetings and responses learned. Also, call on individual students to practice with the teacher.
7. Distribute handouts containing all the items practiced, and have the class read them orally.



SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Appropriate Phrases or Expressions

CODE: Lis/Sp

CONTRIBUTOR: Helen M. McCully, ESL Instructor, Neighborhood Centers Adult School,  
Oakland, CA

LEVEL: All levels

APPROX. TIME REQ.: 10 min.

PURPOSE: To help students gain self-confidence, using polite social expressions in a one-to-one situation.

MATERIALS: None

PROCEDURE:

1. A few minutes before the end of class, the teacher describes a situation to the students: "I am going to ask you to come to my home for dinner Saturday evening," or "You are leaving a party, and I am your hostess," or "I am going to ask you to lend me a dollar, and you are going to tell me you don't have any money."
2. The teacher and students discuss the situation and what they might say.
3. At dismissal time, the teacher goes to the classroom door as the students file out. The teacher asks each student the same question and instructs each not to repeat the response of the preceding person. Each student replies before leaving: "Thank you very much; I'd like to"; or "I'm sorry; I'm going to be busy Saturday evening"; or "May I tell you tomorrow?"
4. If a student has difficulty, he may stand next to the teacher and listen to the others until he feels ready to respond himself. It should take no more than three minutes to listen to twenty-five students' responses as they leave the classroom.

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Body Language and Concepts of Time

CODE: Lis/Sp/Re

CONTRIBUTORS: Marianne Dahl, Instructor, Fremont Union High School District,  
Adult Education, Cupertino, CA  
Deena Levine, Instructor, American Language Institute,  
San Diego State Univ., San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 60 min.

PURPOSE: To make students aware of cultural differences in body language and concepts of time and how these differences can impede communication

MATERIALS: A dittoed handout for all students

PROCEDURE:

1. With the students, go over the topic to be discussed. Explain how we communicate with our bodies, as well as with language, and that misunderstandings can arise if gestures, proximity to others, handshakes, etc., are different. Also explain that similar problems can arise if concepts of time are different.
2. Distribute handouts, and go over the questions, vocabulary, and concepts.
3. Divide the class into groups of four or five students. Mix "talkers" with the less verbal. Every student should give his opinion on each question before the group proceeds to the next (in subsequent class sessions, if necessary).
4. The following are sample questions for the student handout:
  - a. Indicate how the people in your country use body language for the following concepts:
 

1) yes and no	4) O.K.	7) impatience
2) come here	5) I don't know	8) someone is crazy
3) goodbye	6) someone is smart	9) someone is not trustworthy
  - b. Have you noticed any differences in body language of people from your country and of those of the United States? If so, give examples.
  - c. Do people in your country shake hands? When? Is there any difference between the actions of men and women? Do you give a "firm handshake" or a "soft" one?
  - d. Do you stand close to or far apart from people you talk to? What do you do if you think someone is standing too close to you?
  - e. How do you feel about kissing and hugging? Do relatives or friends kiss each other when they meet in your country?

(Over)

- f. Is it polite to stare at people in your country? How do you feel when someone stares at you?
- g. Concept of time:
- 1) Is it important to be on time in your country?
  - 2) When you go to someone's house for dinner, do you arrive on time? .... or late?...or early?....Which is polite?
  - 3) Are you a person who watches the clock or calendar continuously?
- h. When are the following greeting forms appropriate in the U.S.A.:
- 1) a handshake between two men
  - 2) a handshake between two women
  - 3) a handshake between a man and a woman
  - 4) a hug between men
  - 5) a hug between women
  - 6) a hug between a man and a woman
  - 7) a pat on the back
- i) When are these appropriate ways of saying good-bye:
- 1) a hug
  - 2) a handshake
  - 3) a kiss

Note: It is necessary to stress that in the United States, rules are not completely fixed. Often situations, relationships, or simply personalities determine the type of greeting used. The teacher can, however, indicate trends and can answer questions. This type of exercise can stimulate much discussion of other forms of culturally-based non-verbal communication.

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Impressions/Feelings About the U.S.

CODE: Lis/Sp/Re/Vlr

CONTRIBUTOR: Antonia Spencer, Instructor, Mountain View-Los Altos Adult School,  
Mountain View, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20-30 min.

PURPOSE: To encourage students to think through and verbalize their  
impressions of the United States

MATERIALS: Paper

PROCEDURE:

A. First Technique:

1. Write two headings on the board:

I Like It Better Here Because.....

I Like It Better in My Country Because.....

2. Have the students complete the sentences and give their examples orally.
3. Write down all responses on the board.
4. Encourage explanation and discussion.

B. Second Technique:

1. Ask the students to help form a list of things that are typically American. Write down all responses on the board.
2. Encourage explanation and discussion.

C. Third Technique:

1. Tell the students: "You are writing a book or a newspaper article about the U.S. for people in your country. You are now an expert, because you are living here. What would you tell them?"
2. Have the students compile a list or write a composition.
3. After the writing activity, share ideas by reading what various people have written.
4. Encourage explanation and discussion.

D. Fourth Technique:

1. Ask the students: "What would you like to change about the U.S.?"
2. Afterwards, share small-group results with the class. Encourage explanation and discussion.

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Discussion of Current Examples  
of U.S. Behavior

CODE: Lis/Sp/Wr

CONTRIBUTOR: Carol Mathia, Spanish and ESL Lecturer, Northern Virginia Community  
College, Sterling, VA

LEVEL: Advanced

APPROX. TIME REQ.: 30-45 min.

PURPOSE: To gain a better insight into U.S. behavior; to practice  
communication skills

MATERIALS: Short newspaper or magazine articles dittoed

PROCEDURE:

Preparation:

1. Find articles with the following qualifications:

- a. that the principal subject is an aspect of U.S. behavior,
- b. that the majority of the vocabulary is within the grasp of the students,
- c. that the articles are developed enough to promote class discussion but also short enough that students will not become confused or discouraged because of excessive material.

Example: Paraphrased from "Life in These United States,"  
Reader's Digest, Vol. 117, No. 703 (November, 1980), p. 112.

My son has a paper route. One customer puts money outside for the paper to be delivered. One morning, John found this note: "This money is for today and next week. I won't be home to pay you next Sunday. My husband will be home, but he will forget."

This article shows the aspects of frankness and neighborhood trust evident in current behavior in the U.S.

2. Make class copies of the article by ditto or copier.
3. Determine which vocabulary will give the students difficulty in order to define those words or expressions with the class before the article is read.

Presentation:

1. Have the class read the article together so that there is further help with any possible vocabulary difficulties not discussed earlier and so that the students may make comments about the article as it is being presented.
2. After the article is read, guide the students so that the discussion brings out the U.S. behavioral pattern presented and the students' attitudes towards that behavior, e.g., "How does this aspect of frankness relate to behavior in your home country?"

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Dating Customs of American Teenagers

CODE: Li/Sp/Re/Wr

CONTRIBUTOR: Diana Berkowitz, American Language Program, Columbia University,  
New York, NY

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 50-60 min.

PURPOSE: To help students to understand better the various facets of American culture; to view the culture in terms of both its positive and negative aspects

MATERIALS: Dittoed copies of a short story; chalkboard

PROCEDURE:

1. Distribute copies of a short story describing a typical social situation in America, e.g., teenage dating patterns.
2. After the students have read the short story, have them discuss it in small groups. In the story below, each group would have to decide which events would most likely anger American parents and which would least likely anger them. Then they would make two lists, one for the most likely and one for the least likely reasons.
3. When this activity has been completed, each group reports its conclusions to the entire class.
4. Record each group's listings on the chalkboard for comparison. Also, share the reactions which you think are appropriate for American parents in the given situation. Further class discussion may follow as needed.
5. Students may then discuss what the reactions of parents from their countries would be. As an extension of this activity, the question may be used as a composition assignment.

Example:

David is nineteen years old, and Patty is eighteen. They are both students at the same college. David has asked Patty to go to the movies with him. Patty agrees. David tells her to meet him at the theater. After they meet, each buys his own ticket. While watching the movie, David holds Patty's hand. Sometimes he puts his arm around her shoulders. When the movie is over, they go to McDonald's for hamburgers and cokes. David lets Patty pay for her own food.

(Over)

At about one o'clock in the morning, they are ready to leave. David walks Patty to the subway, kisses her goodnight, and goes in a different direction to catch his train. The next day, Patty calls her girlfriend and tells her the details of her date. Patty's parents accidentally overhear her conversation. They have several reasons for being angry at David. Some of the possible reasons are these:

- a. he kissed Patty good-night;
- b. he did not pay for Patty's movie ticket or food;
- c. he had Patty meet him at the theater instead of coming to her home to pick her up and meet her parents;
- d. he did not take her all the way home;
- e. he asked their daughter for a date;
- f. he took her to McDonald's instead of to a nice place;
- g. he held her hand in the movie theater;
- h. he let her go home alone;
- i. he let her get home so late.



SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Cross-Cultural Comparison of Roles

CODE: Lis/Sp

CONTRIBUTOR: Deena Levine, Instructor, American Language Institute, San Diego State University, San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20-30 min.

PURPOSE: To compare the roles and functions of family members in different cultures; to stimulate discussion of changing roles of family members in the United States

MATERIALS: Chalkboard; paper or dittoed copies of diagram

PROCEDURE:

1. Draw on the board a rectangle divided into four columns. Head the first column Duties. Head the next three columns Mother, Father, and Children, respectively. On the vertical margin, list major household duties and responsibilities as in the following diagram:

DUTIES	MOTHER	FATHER	CHILD
Providing financial support			
Keeping the family accounts			
Shopping for food			
Cooking dinner			
Keeping the house clean			
Repairing things in the house			
Punishing the children			
Rewarding the children			
Making major family decisions			
Ex.: moving to a new home			
educating the child			
buying a car			
selecting a spouse for the child			

(Over)

2. Have students copy the diagram, or distribute copies of the diagram and go over any new words.
3. Have students individually check the column or columns that indicate which family member takes care of a particular duty. Tell students to check all boxes that are applicable.
4. Divide the class into a few groups. If possible, the students in each group should be from different cultures. Choose a discussion leader in each group, or have students choose one themselves.
5. Have students compare their responses, and discuss differences and similarities. The teacher should sit with each group to help stimulate discussion.
6. After a 15-minute discussion, the students come together in one group. Ask the students what they learned about the other cultures (e.g., "What were some of the similarities and differences?").
7. Referring to the diagram on the board, ask the students to guess which family member(s) in the American culture would be responsible for the duties listed. (The answers vary because of the cultural heterogeneity in the United States.) This is an opportunity to point out the norms of the society and the changes that are taking place within the American family.

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Comparison of U.S.A. Mores  
through Advice Columns

CODE: Lis/Sp/Re/Wr

REPORTER: Joyce Winchel Namde, Teaching Supervisor, Lindsay Adult Learning  
Center, Pima County A.B.E., Tucson, AZ

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 45 min.

PURPOSE: To practice basic language skills while communicating about new  
cultural situations and learning appropriate responses

MATERIALS: Examples of advice columns (written for appropriate class level  
or taken from the newspaper for an advanced class)

PROCEDURE:

1. Briefly explain a newspaper advice column. Ask the students if they have advice columns in their respective countries.
2. Read to the class two or three sample letters asking for advice on various situations. After each letter, ask the students to predict what the response of "Dear \_\_\_\_\_" will be. Then read the prepared responses, and see if they agree.
3. Split the class into groups of five to six, and have each group write a letter asking for advice on a situation of interest to them. Circulate and check their work.
4. After allowing the groups 15-20 minutes to complete their letters, have them exchange letters and discuss and respond with written advice.
5. Have one student from each group read the letter and give the group's response. Discuss if the response is appropriate and why. Others may add their suggestions.
6. Further discussion of cultural differences raised by questions and answers may follow. Structural problems noted in this exercise may be used as the basis for grammatical review at a later time.

SUBJECT AREA: SOCIAL BEHAVIOR AND CUSTOMS

TOPIC: Cultural Conflicts

CODE: Lis/Sp/Wr

CONTRIBUTOR: Deena Levine, Instructor, American Language Institute, San Diego State University, San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20 min.

PURPOSE: To introduce students to the concept that some conflicts are based on cultural differences; to encourage students to examine cultural influences in daily interaction

MATERIALS: Paper

PROCEDURE:

1. Write a paragraph or two that describes a situation in which a cultural conflict occurs. Cultural conflicts can involve customs, manners or etiquette, communication styles, norms or values. End each situation with, "What was wrong?" For example:  

A young man from abroad took his American date out for dinner. At the restaurant, the waitress brought the couple a menu. After a few minutes, the young man and his date decided what to order. The young man, wanting to get the attention of the waitress, snapped his fingers above his head. His date became cool towards him, and the waitress took a long time to serve the young man. Later that evening, he felt that he did something wrong, but he wasn't sure what it was. What was wrong?
2. Distribute copies of the cultural conflict, or describe the situation orally. Ask, "What was wrong?"
3. Students can discuss their answers in small groups or in one large group. Advanced students may write down their responses.
4. In a discussion of a cultural conflict, ask the students:  

What happened?  
 Could the conflict have been prevented: If so, how?

Discuss the point of conflict. (The above situation involves non-verbal communication and restaurant etiquette.)
5. Conclude the discussion by explaining that both the foreigner and the American did not realize that the conflict was a cultural one. Each interpreted the problem as a personal one. The date, not knowing the customs of her friend's country, assumed that her friend was rude. The young man from abroad felt that he did something wrong, but he had no idea what it was. He had simply done what was natural for him (i.e., snap his fingers to call the waitress).
6. Ask the students to write a situation describing a cultural conflict that they or their friends experienced. Use these situations in the same or subsequent class sessions as problem-solving activities.

# X GAMES

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SUBJECT AREA: GAMES

TOPIC: Review of Colors and Numbers,  
Using Wh Questions

CODE: Lis/Sp

CONTRIBUTOR: Caroline Hamlin, ESL Teacher, San Diego Community College District,  
San Diego, CA

LEVEL: Beginning

APPROX. TIME REQ.: 15 min.

PURPOSE: To review basic colors and numbers, using a simple question-answer procedure that drills wh questions

MATERIALS: 4x4 cut-up squares of different colored construction paper

PROCEDURES:

1. With a marking pencil, write a large number on each square of construction paper, using numbers from 1 to 100.
2. Before the game begins, hold up basic colored squares and ask the students, "What color is this?" They respond, "It's brown; it's yellow," etc. Next, review numbers by asking volunteers to recite numbers from 1 to 10; then 10 to 20; then by 10's to 100. Some students can write these on the chalkboard.
3. Distribute one to three squares per student. Retain a master list of the numbers on a card.
4. Ask the students, "Who has number 5?" The student with the designated number answers, "I have number 5." Then ask, "What color is square number 5?" and the student responds, "It's blue." On the master card check off the number called.
5. Continue briefly to ask for random numbers. Then call on various students to take the teacher's role of asking the questions. Continue the game until all numbers distributed have been called.
6. Later in the semester, the game can be repeated with higher numbers. For example, "Who has number 10,253?"

SUBJECT AREA: GAMES

TOPIC: Match-Up Card Game

CODE: Lis/Sp/Re

CONTRIBUTOR: Eileen M. Schmitz, Instructor, San Diego Community College District,  
San Diego, CA

LEVEL: All levels, level of applicability based on difficulty of items chosen APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally specific vocabulary or structures, which have been previously introduced and drilled

MATERIALS: Twenty 3x5 blank cards for each set, four to six sets for a class

PROCEDURE:


1. Beginning level:

Glue a picture on one half of a card. Write the corresponding word on the other half. Cover with clear contact paper, and cut in half into small playing cards.

2. Divide the students into groups of four. Each group sits in a circle. One student shuffles, then deals out the cards. He begins by choosing a card from the person on his left. If the card goes with any in his own hand, he says, "I have the fireman" and puts the matched pair of cards down on the table. If the card drawn from his neighbor's hand doesn't match any, he adds it to his own cards. The game continues to the left until all cards have been matched.

3. A variation is to include a single NO JOB card in each deck. The game is played like Old Maid.

4. Various categories of vocabulary and structure can be used for the match-up:

apple:   
not: cold

he is: he's  
go: went

socks: shoes  
needle: thread

5. Intermediate and Advanced levels: Write a sentence with the verb, pronoun, or indirect object left out on one half of the card. Write the missing word on the other card. Cover with contact paper and cut apart.

\_\_\_\_\_ has a book. : He

I am play\_\_\_\_\_ cards. : -ing

If you need a skin test, see a \_\_\_\_\_. : dermatologist

You should help \_\_\_\_\_ with his project. : him



SUBJECT AREA: GAMES

TOPIC: Birthdays

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Ann Berman Ullman, ABE Coordinator, Whittier Adult School,  
Whittier, CA

LEVEL: Beginning

APPROX. TIME REQ.: 20-30 min.

PURPOSE: To practice using ordinal numbers, prepositions in and on, and possessives; to practice pronunciation of the numbers and months

MATERIALS: Chalkboard; dittoed handouts

PROCEDURE:

1. On the extreme left of the chalkboard, list from one to twelve and fill in the months of the year. Ask each student: "When is your birthday?" When the student answers, put his name and date by the month. For example: January: Ana 5th; Junko 21st; Mohamed 15th.
2. When everyone's birthday is on the board, divide the class into two teams. Ask, "When is Josefina's birthday?" The team member answering must say, "Josefina's birthday is on the third" or "Josefina's birthday is on the third of July" in order to get a point. If one team misses, the next team tries until someone scores. The team with the most points wins.
3. Variation:
  - a. Copy and make a handout of the birthday grid drawn on the board to use for another day's activity.
  - b. The next day, give each student the handout. Form two teams. Call a person from each team to the board. Ask, "When is Juan's birthday?" The one first writing the date wins the point. Designate the form each time by saying:
    - 1) write the month, i.e., February 4th
    - 2) abbreviate the month, i.e., Feb. 4th
    - 3) use numbers, i.e., 2/4

SUBJECT AREA: GAMES

TOPIC: Word Tic-Tac-Toe

CODE: Lis/Sp

CONTRIBUTOR: Rosemary Grebel, Instructor, Live Oak Adult Center, Bell Gardens, CA

LEVEL: All levels, level of applicability based on difficulty of vocabulary chosen APPROX. TIME REQ.: 15-20 min.

PURPOSE: To encourage students to create original sentences orally; to reinforce newly-learned vocabulary

MATERIALS: Chalkboard

PROCEDURE:

1. On chalkboard, draw a large square and divide it into nine smaller squares, three across and three down. Choose nine of the students' new vocabulary words, and write one word in each square. For example:

love	eat	drink
want	have	sleep
kiss	sing	drive

2. Explain the game of tic-tac-toe to the class. Have two students play a sample game (using "x" and "o") on the board.
3. Divide the class into two teams, the "x" team and the "o" team.
4. Start with the "x" team. Ask a member of the team to give a sentence using one of the words in the squares. If the student uses the word correctly, put an "x" in the square containing the word. If the student uses the word incorrectly, leave the square blank.
5. Repeat the procedure in #4 with a member of the "o" team.
6. Alternate back and forth between teams until one team has tic-tac-toe (three marks in a row). Keep track of how many games each team wins.
7. The game can be adapted to suit various levels. For example, beginning groups can be asked to identify words rather than make up sentences. More advanced groups can be asked to create sentences in specific verb tenses.

SUBJECT AREA: GAMES

TOPIC: Concentration

CODE: Sp

REPORTER: Sue Streeper, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: All levels

APPROX. TIME REQ.: 15 min.

PURPOSE: To reinforce specific vocabulary and to change pace of classroom work

MATERIALS: Homemade "Concentration" board; 4x6 cards

PROCEDURE: N.B. This game can be very successful in a multi-level class, since beginners can play even if they know only a few numbers.

1. The teacher makes a game board for use in front of the class. A board can be made from heavy cardboard, cut 28" high by 24" wide. Using a piece of butcher paper twice as long as the board is high, fold the paper to form horizontal pockets 2" deep, and make the bottom of each pocket 7" apart. Make four horizontal pockets, and fold the extra butcher paper to the back of the cardboard, taping it securely. The board can accommodate twenty 4x6 cards, standing on end.
2. Use commercial 4x6 cards, and make sets of ten pairs (20 cards) in various categories, such as: food, clothing, colors, tools, furniture, kitchen items, classroom objects, etc. Each pair of cards will have one with a picture glued on it, e.g., a banana, and the other with a clearly printed word, banana. The best pictures are colored, collected from magazines or catalogs.
3. Mark twenty cards numbered 1 through 20. When setting up the game, put the cards from a category at random in the pockets on the board. Cover each with a number used consecutively. Each row has five cards covered by a number.
4. Call on the students individually and have them give two numbers. The teacher uncovers the cards indicated and lets the class see the items under those numbers. The students who guess matching pairs can keep those cards (temporarily), and the student with the most cards in the end wins.

## SUBJECT AREA: GAMES

TOPIC: Vocabulary Review

CODE: Lis/Sp

REPORTER: Linda Kristine Goltz, ESL Instructor, Indochinese Program,  
Truman College, Chicago, ILLEVEL: All levels, level of applicability depending on the difficulty of the words chosen  
APPROX. TIME REQ.: 30 min.

PURPOSE: To review orally and to reinforce vocabulary which has been previously introduced; to practice oral description and definition

MATERIALS: Slips of paper with written words; chalkboard

## PROCEDURE:

1. Divide the students into two groups, sitting opposite each other. On the board, write Team 1 and Team 2.
2. Explain the rules:
  - a. A speaker from either team randomly chooses a slip of paper from a container.
  - b. He has two chances to choose a word he recognizes. If he fails to do so, he loses his turn and his team forfeits one point.
  - c. Having chosen a familiar word, he must describe the word without using gestures or a derivative of the word.
  - d. Students from both teams attempt to guess the word. They may ask questions or call out guesses at any time.
  - e. Any student who speaks a language other than English during the game loses a point for his team.
  - f. Students must guess the word within approximately three minutes, or the speaker's team loses a point. (The time limit may be modified according to the level of the class.)
  - g. A successful guess earns one point for a team.
  - h. Speakers are taken alternately from the two teams.
3. Before starting the game, do the following preliminary activities to assure that all understand the procedure:
  - a. Choose a word. Write it on the board. Students suggest clues. These are written on the board.
  - b. Choose a second word without revealing it to the class.  
Present clues: "It's red."  
"You eat it."  
"It's a fruit." etc.  
The class tries to guess the word.

SUBJECT AREA: GAMES

TOPIC: Giving Spatial Directions with Tic-Tac-Toe CODE: Lis/Sp

CONTRIBUTOR: Marjorie Meredith, Instructor, San Jose Unified School District,  
San Jose, CA

LEVEL: All levels APPROX. TIME REQ.: 20 min.

PURPOSE: To enable students to give spatial directions using top, bottom,  
middle, right hand, left hand, to the right, to the left

MATERIALS: Chalkboard

PROCEDURE:

1. Draw a tic-tac-toe diagram in the middle of the chalkboard. Introduce or review vocabulary for circle, cross, top row, middle row, bottom row, right hand, left hand, to the right, to the left, in the middle of.
2. Choose two students to initiate the game. Explain "heads/tails." Flip a coin to determine who will be first.
3. Contestants tell the teacher where circles and crosses are to be marked on the diagram.
4. Once a game is completed, select another pair of students to participate.
5. Students may take the place of the teacher in following the directions of the contestants.
6. After a number of games, the winners may challenge each other.

SUBJECT AREA: GAMES

TOPIC: Cardinal, and Intermediate Directions

CODE: Lis/Sp

CONTRIBUTOR: Carl Watts, Bilingual Program Manager, Visalia Unified School District, Visalia, CA

LEVEL: Beginning

APPROX. TIME REQ.: 10 min.

PURPOSE: To review the cardinal points and intermediate directions of the compass; to follow oral instructions in using them for reaching destinations

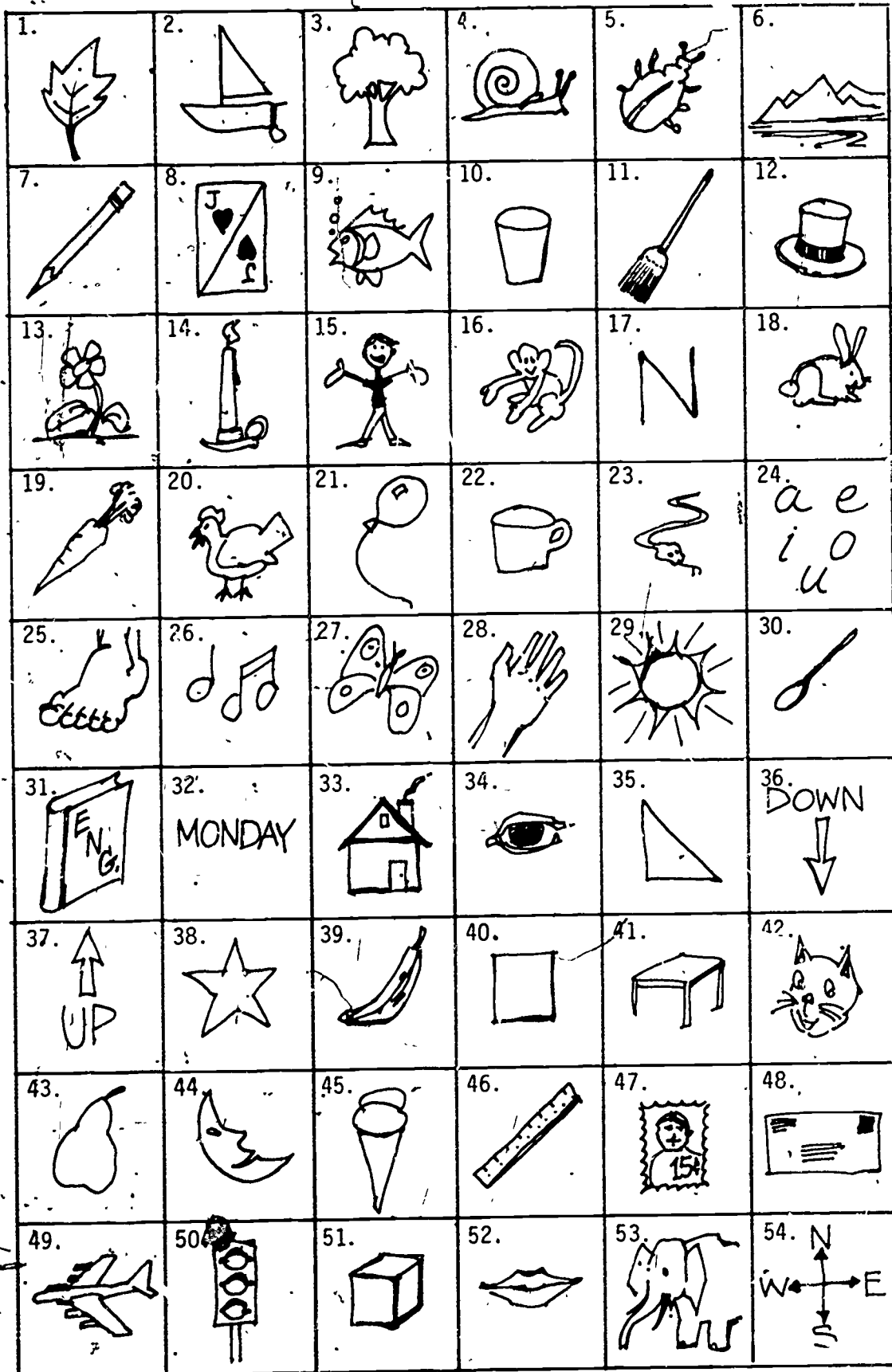
MATERIALS: Dittoed copies of the compass

PROCEDURE:

1. Duplicate copies of the sample page (Over), and distribute one to each student.
2. Give oral instructions similar to the following example:  

Start at square number 5. Go five squares south, two squares west, three squares east, and three squares south. Where are you?
3. Students respond by giving either the number of the square or the object pictured in that square.
4. Originally, use only the cardinal points (North, South, East, West). Later, introduce the intermediate directions (Northwest, Northeast, Southwest, Southeast) in the oral instructions.
5. This activity may be played individually or as a team game, assigning one point to the team whose member gives the correct answer.
6. Another variation is to divide students into pairs, having the more fluent give instructions and the others respond.

(Over)





SUBJECT AREA: GAMES

TOPIC: Box Game

CODE: Sp

CONTRIBUTOR: Sue Streeper, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: All levels except for very beginning

APPROX. TIME REQ.: 20 min.

PURPOSE: To practice giving directions, emphasizing prepositions of place; to reinforce certain vocabulary groups

MATERIALS: Cardboard box; 12 items of a particular category with a duplicate for each

#### PROCEDURE:

1. Decide on a particular category of items which the class is studying or has studied and bring twelve different items with a duplicate of each to class. For example, if the class is studying kitchen item vocabulary, bring two each of the following: hotpads, napkins, jars, lids, bowls, plates, lunch bags, can openers, glasses, knives, forks, and spoons.
2. In addition, bring a medium-sized cardboard box to class; turn it upside down; and label it on the teacher's side "RIGHT" where it is really left to the teacher, and "LEFT" where it is on the teacher's right. This will help the teacher from getting confused when he/she hears directions from the class, which sees right and left from the opposite perspective.
3. Place the box on a table in front of the class. Separate the duplicate kitchen items into two groups, one for the teacher and one for a student. Select a student to come forward and arrange his group of items on the table in front of the box.
4. Because the teacher is now seated behind the box and cannot see the arrangement, he/she calls on individual students to give directions on how to duplicate the arrangement on top of the box. For example, a student says, "Put the lid on the jar. Place the jar in front of the bowl," etc. Individual students continue giving directions to the teacher until the arrangement is complete and the class is satisfied that the arrangements match. The students can correct one another if the directions are wrong.
5. The teacher compares his/her arrangement on the box with the one in front of the box to check how they match and then reviews any problems which the students had in giving directions and using prepositions of place.

SUBJECT AREA: GAMES

TOPIC: Practicing Simple Directions

CODE: Lis/Sp

CONTRIBUTOR: Lynn Katherine Tietsworth, Instructor, ESL Dep't., UC Berkeley,  
Berkeley, CA

LEVEL: Advanced Beginning/Intermediate APPROX. TIME REQ.: 10-20 min.  
for Steps 2-5

PURPOSE: To reinforce correct use of direction-giving vocabulary and structures; to illustrate the communicative function of language; to provide comic relief

MATERIALS: None

PROCEDURE:

1. The teacher introduces or reviews the following words and phrases:  
left, right/straight ahead, turn/continue, stop, go/ until you see.,  
until you come to/ about 10 feet, two blocks/ stoplight/etc.

With a class that already knows those, the teacher can add phrases, such as:  
a sharp left, a slight left, bear left, a curve, a fork in the road, on  
your left you will see., back up, turn around, etc.

2. The teacher tells the class that he/she wants to get to a certain point in the classroom, choosing a place that requires passing through or around the classroom furnishings.
3. Next, the teacher selects a student of average ability to be the verbal "guide." The teacher tells the student guide that he/she will follow the instructions exactly to reach the desired place.
4. Obeying the instructions, the teacher takes every opportunity to walk into chairs, desks, walls, etc., if the instructions require it. He/she makes it clear that he/she will go the wrong way if that's what he/she is told to do. If the guide cannot correct his/her directions, then other students may assist, redirecting the teacher with appropriate instructions.
5. After the teacher reaches the target place, he/she selects a more advanced student to guide him/her back to where he/she started.
6. Finally, the teacher has the students pilot each other around the room.

SUBJECT AREA: GAMES

TOPIC: Verb Tense Bingo

CODE: Sp

REPORTER: Bourgi Hoerner, ESL Instructor, Vallejo Adult School, Vallejo, CA  
Davis Adult School, Davis, CA

LEVEL: All levels

APPROX. TIME REQ.: 20 min.

PURPOSE: To review orally and reinforce student mastery of verb tense forms, which have been previously introduced and drilled

MATERIALS: Chalkboard; 8½x11 paper or dittoed grid sheets

PROCEDURE:

1. Draw on chalkboard a bingo grid, divided into nine squares, three squares across and three squares down. In a column to the side, list the base forms of nine verbs.
2. Ask the students to draw an identical grid on a piece of notebook paper, or pass out dittoed grid sheets. Have students fill in each square with one of the verbs in the order of their own choosing.
3. Call out a verb and check it off on the list. Have the students mark an "X" over the verb in their grid. Continue this procedure until one of the students has a "Bingo", i.e., three in a row vertically, horizontally, or diagonally.

<del>COME</del>	GIVE	SEE
WRITE	GO	WALK
BRING	MAKE	DRIVE

4. Decide on the verb tense to review. Have the student say that tense form of each verb and spell it out, as it is written on the board next to the base form. Then the student uses each of the verbs in a sentence. If all three steps are correct, the student wins the game.
5. If the student gives an incorrect form of a verb or does not use the form correctly in a sentence, the verb remains on the board. The verbs the student has responded to correctly are replaced on the list and on the students' grids by new ones selected by the teacher, and the game continues two or three more rounds. (The verbs left on the list at the end of the game can be saved for another session.)

SUBJECT AREA: GAMES

TOPIC: Asking and Answering Questions Using Adjectives CODE: Lis/Sp/Wr

REPORTER: R. Veronica Way, ESL Instructor, Grossmont Adult School, La Mesa, CA

LEVEL: Intermediate/Advanced APPROX. TIME REQ.: 10 min.

PURPOSE: To practice the proper form of asking and answering questions; to practice using adjectives

MATERIALS: 3x5 cards; paper; scotch tape or straight pins

PROCEDURE:

1. On each 3x5 card, write the name of a famous person, real or fictional, but preferably someone who has been discussed in the classroom during previous current event activities. Pin or tape a card on the back of each student without his seeing the name.
2. Have the students circulate and ask each other questions, such as: "Am I an American?", "Am I tall?", "Do I live in the U.S.?", etc., all of which can be answered with "yes" or "no" answers. The students try to guess who they are. If they guess correctly, the name tag is removed.
3. Variation: Places, things, or animals may be used instead of people.
4. An extension of the activity may include a writing exercise. After the students have finished guessing their identity, have them write a short paragraph about the person, place, or thing, using reference books (if available) for additional information.

SUBJECT AREA: GAMES

TOPIC: Structure Review

CODE: Re/Wr

CONTRIBUTOR: Stephanie Stewart, ESL Instructor, Indochinese Refugee Engl. Prog.,  
Western Kentucky University, Bowling Green, KY

LEVEL: All levels, depending on difficulty of vocabulary and structures chosen

APPROX. TIME REQ.: 30 min.

PURPOSE: To review structures through reading and writing reinforcement

MATERIALS: 4x3 pieces of construction paper

PROCEDURE:

1. From pieces of construction paper, make three or more decks of cards, according to the number of groups in the class. Each deck should contain the same words.
2. Divide the class into groups of no more than five each. Give each group a deck.
3. Have each group make sentences by choosing appropriate cards and arranging them linearly. Have each group select a secretary to write the sentences that are generated. While the groups are making sentences, check their work.
4. At the end of the time period, have the groups exchange papers. Allow each group to correct the sentences made by another group.
5. The winning group has the greatest number of correct sentences.

SUBJECT AREA: GAMES AND SONGS

TOPIC: Structure Review

CODE: Lis/Re/Wr

CONTRIBUTOR: Carletta Jones-Hartsough, Instructor, San Francisco Community College,  
San Francisco, CA

LEVEL: All levels; level depending on structural difficulty of song

APPROX. TIME REQ.: 30-90 min.

PURPOSE: To experience and to review common usage of English structure in songs

MATERIALS: Ditto with song lyrics; record or tape of song; record player or tape recorder; chalkboard

PROCEDURE: N.B. Songs chosen for this activity should maintain correct, normal word order; correct, normal stress patterns for intonation; and correct grammatical structure.

1. Play the song once. Ask the students to tell anything they understood: words, phrases, ideas, etc. Do not ask specific questions at this point.
2. Distribute the dittoed copies of the song lyrics at the bottom of which is a list of words and/or phrases which need glossing. Explain and discuss the vocabulary which is unfamiliar to the students.
3. Play the song again, and have the students read along as they listen.
4. Following the listening activity, conduct the following exercises:
  - a. Exercise One - Oral: Ask specific questions about the song to check the students' general comprehension of content. For example, "Whom is the singer singing about?" "How does the singer feel?" Have the students respond orally.
  - b. Exercise Two - (Beginning/Intermediate) - Structure Identification: Decide on a major structure in the song for review. Ask the students to read the lyrics again and to circle all examples of that structure, e.g., "Find all the \_\_\_\_\_ing forms." Check the answers as a class exercise.
  - c. Exercise Three - (Beginning/Intermediate) - Writing sentences: Choose a number of words from the song, and write them on the chalkboard. Ask the students to use these words and the reviewed structure in sentences which can be written at this point in class or can be assigned homework.
5. Variation for Advanced Level:
  - a. Prepare a modified reading of the song lyrics on a ditto, omitting some words. Listen specifically for the structure or content being emphasized.
  - b. Distribute the ditto; play the song as many times as necessary; and have the students fill in the blanks. Then check the answers in class together.

- c. After the class has the correct answers, play the song again so that the students can read all the lyrics as they listen. If necessary, discuss and clarify any problems with understanding of structure and content.
- d. Play the song a final time, and encourage the students to sing with the recording.



SUBJECT AREA: GAMES

TOPIC: Vocabulary Building, Pronunciation, Tenses, CODE: Lis/Sp  
Sentence Structure

REPORTER: Linda W. Little, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: All levels, level of applicability APPROX. TIME REQ.: 20 min.  
based on difficulty of topic chosen

PURPOSE: To help the student acquire vocabulary and fluency; to check  
individual pronunciation

MATERIALS: None

PROCEDURE:

1. The teacher introduces a topic, such as going on a picnic, shopping for food, furnishing an apartment, packing for a vacation, etc.

Each student repeats the previous student's statement and adds one new item. Error in recalling the items named or inability to add another item eliminates students from the game until only the winner is left.

2. Another variation is to divide the class into teams. Each member of the competing teams takes successive terms in recalling and adding to the series. The teams alternate, and the one which first scores the prescribed number of points wins. Errors count as zero.

3. Aside from vocabulary building, the game can be played using other language structures and exercises. For example:

a. Verbs and tenses

Teacher: What did you do this morning?

Student #1: I got up.

Student #2: I got up, I washed my face.

Student #3: I got up, I washed my face. Then I went to the kitchen, etc.

Teacher: What will you do tomorrow morning?

Student #1: I will get up.

Student #2: I will get up and take a shower.

Student #3: I will get up and take a shower. Then I'll eat breakfast, etc.

b. Descriptions:

Teacher: What can you tell me about Jose?

Student #1: He is a man.

Student #2: He is a tall man.

Student #3: He is a tall man. He has a black moustache, etc.

(Over)

## c. Directions:

Teacher: How do you fry an egg?

Student #1: I get a pan.

Student #2: I get a pan and put it on the stove.

Student #3: I get a pan and put it on the stove. I turn the stove on; etc.

## d. Progressive story

Teacher: How was your weekend? Tell me what you did.

Student #1: I went to Los Angeles.

Student #2: I went to Los Angeles and I lost my wallet.

Student #3: I went to Los Angeles and I lost my wallet. A pretty girl helped me, etc.

If the student makes a mistake, the teacher corrects it, and the class repeats the correct phrase or sentence. This can also be used as a writing exercise. Students take turns writing the responses on the chalkboard. If the students are not advanced enough to do this, the teacher should write the responses on the board.

SUBJECT AREA: GAMES

TOPIC: Word Order, Writing

CODE: Re/Wr

REPORTER: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA

LEVEL: Beginning/Intermediate APPROX. TIME REQ.: 15 min.

PURPOSE: To promote use of correct word order in sentences

MATERIALS: Chalkboard

PROCEDURE:

1. Arrange words in random order on the chalkboard as follows:

My to you  
sister father  
brother wants call  
see him  
or:  
I soft  
hard you  
love red  
do green candy  
?

2. Have the students make as many sentences and/or questions as they can from the stimuli provided.

3. Select vocabulary difficulty and number of words according to the ability of the class.

SUBJECT AREA: GAMES

TOPIC: Word Order/Sentence Structure

CODE: Lis/Sp

CONTRIBUTOR: Rhoda Curtis, Instructor, Berkeley Adult School, Berkeley, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ. 15-20 min.

PURPOSE: To promote use of correct word order in sentences.

MATERIALS: Chairs

PROCEDURE:

1. The teacher selects four to five students to sit on chairs facing the class. Then the teacher explains the game, as follows:

"Students, these four (or five) students are really one person. They are Mr. Know-It-All. Mr. Know-It-All knows the answer to any question you want to give him/them. You will think of a question, any question beginning with 'why,' and Mr. Know-It-All will answer it. However, since Mr. Know-It-All is really four or five people in one, each part of him can say only one word at a time! Now, please give me a 'why' question."

2. When a student gives a question, the teacher repeats it, turning to the students on the chairs. For instance, a student in the class says, "Why are you sitting there?" The teacher turns to the four students and says, "Mr. Know-It-All, why are you sitting there?" Then he/she points to the first student who says, I, followed by the second student who says, am, the third, sitting, the fourth, here, etc., until the sentence is finished. The sequence could be as follows:

(1) I... (2) am... (3) sitting... (4) here...  
(1) because... (2) I... (3) want... (4) to...

3. After one sentence is completed, another question is elicited, and the game continues. Advanced students realize quickly that sentences can be extended with and, but, because, therefore and other linking words.

4. After three questions, the teacher shifts the students and continues the game until he/she senses it is time to stop.

Note: Other wh questions can be used: what, when, where and how.

SUBJECT AREA: GAMES

TOPIC: Sentence Charades

CODE: Wr

CONTRIBUTOR: Pamela C. Polos, ESL Instructor, Alemany Community College Center,  
San Francisco, CA

PURPOSE: To review and reinforce learned structures focusing on word order  
and verb tense patterns

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 20-30 min.

MATERIALS: 3x5 cards with sentences; blank 8½ x 11 paper; chalkboard

PROCEDURE:

1. This is a game of charades adapted for the ESL class. Each game will practice only one structure, such as present perfect, relative clauses, passive, etc.
2. Decide which structure to review. Prepare ten to fifteen sentences which illustrate the structure. For example, if the present perfect is chosen, one sentence for the game could be, "I have just read a book." For relative clauses: "The man who came in is my friend." Keep the sentences simple. Then write the sentences on the index cards, one per card.
3. After explaining and demonstrating the game to the students, ask for volunteers to be IT. Have IT choose a card and act out the sentence. Coach the students, if necessary, as they play, reminding them of the structure being practiced or what the signals represent.
4. The first student who guesses the entire sentence correctly must write it on the board.
5. The other students write the correct sentences on their papers so they have a list of correct sentences by the end of the game.

SUBJECT AREA: GAMES

TOPIC: Verb Tense Review and Vocabulary

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: DeLight E. Garduno, ABE/ESL Coordinator & Instructor,  
Escondido Adult School, Escondido, CA

LEVEL: All levels; level of applicability APPROX. TIME REQ.: 30-45 min.  
based on difficulty of structure chosen

PURPOSE: To review various verb tenses previously taught and drilled

MATERIALS: Chalkboard; paper

PROCEDURE:

1. This activity begins with a sentence written on the board, focusing on a particular grammatical structure. For example, if the students have been studying conditional sentences, the teacher might write the following: "If he had \_\_\_\_\_ her, she would have cried."
2. All students, except the one chosen IT, must write on their papers a proper response to fill the blank. (In the above example the students should recognize that only a past participle would be acceptable: "hit", "kissed", "scolded", among others.)
3. The individual chosen to be IT must then give an oral response. He/she gains points according to the number of matches he/she makes with other students' responses.
4. This procedure is followed with each individual having an opportunity to be IT. The winner is chosen on the basis of the highest number of matches scored.

# **XI CLASSROOM ORGANIZATION**

441.



SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Election of Class Officers

CODE: Lis/Sp

CONTRIBUTOR: Karen Malmstrom Eckhart, ESL Instructor, San Diego Community College District, San Diego, CA

LEVEL: Intermediate/Advanced

APPROX. TIME REQ.: 45 min. (first election); 30 min. (subsequent elections)

PURPOSE: To provide the experience of a democratic secret ballot election; to promote student leadership, peer recognition, and class spirit

MATERIALS: Chalkboard; ballots; dittoed sheets or a transparency describing duties of officers; overhead projector

# PROCEDURE:

1. Determine the duties or roles which student officers will carry out, and write them on a dittoed sheet and/or transparency. Each class will have its unique needs, and therefore the officers' duties will vary accordingly.

Example:

President--Welcome new students; make simple announcements; call students at the end of coffee break; conduct next month's class election.

Vice President--Purchase and bring to class the refreshments and supplies for coffee break.






Secretary--Fill out date and time information on attendance sheet; circulate attendance sheet at an appointed time; collect and return homework.

Treasurer--Sell refreshments at coffee break; reimburse V.P. for expenses; keep a record of the balance in the class treasury.

Librarian--Distribute textbooks for classroom use; count books before and after.

2. Before the first election, teach the names of the officers; distribute the handouts, and explain their duties and/or use the transparency on the overhead projector. Pass out illustrated ballots. (See sample, below.) Be sure students understand that the term of office is for one month and that the class depends on the officers to be present at each class session.

## Election Ballot

President.....	
Vice President.....	
Secretary.....	
Treasurer.....	
Librarian..	

3. The first election may be a little tedious, but by the third election students will have mastered the necessary language. The class president will take the place of the teacher in subsequent monthly elections. Do not let the same students do all the nominating. Encourage each student to make a nomination during the course of the election. Assist students with the following nomination procedure:

Nominative Procedure

Teacher: Three nominations for president, please.  
(Write "PRESIDENT" at top of chalkboard.)

Student A: I nominate Miguel for president.

Teacher; Miguel, do you accept?

Miguel: Yes, I accept.  
(If "No", try to get an explanation: "Why?".....  
"Because I'm leaving next week.", "Because I have to work  
sometimes." etc...)

Teacher: How do you spell your name?  
(Print name of nominee on chalkboard.)

Repeat above procedure until there are three nominees.

Teacher: Nominations are closed. Miguel, please stand up. Class, this is Miguel. (Point to name on chalkboard.) You may sit down.  
Thank you.

Repeat above introduction for remaining nominees.

Teacher: Now, take your ballot and your pencil, and write one name under PRESIDENT. (Have aide circulate to assist students. Have students fold back the PRESIDENT part of the ballot while the nominating for vice-president takes place.)

4. Continue the nomination process, filling out the ballot for each office as you go along. Have the aide and the out-going president (or other non-candidate, the first time) count the votes. Announce the winners, and have the students congratulate them. At subsequent elections, thank the out-going officers for their help. Arrange to have the out-going officers orient the new officers to their duties.
5. At the next class session ask, "Who is the new class president?", etc... Reintroduce the officers and acknowledge their importance as they carry out their duties. Be sure each officer has a visible responsibility at each class session.

SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Peer Tutoring/Counseling

CODE: N.A.

REPORTER: Patricia Bennett, ESL Instructor, San Diego Community College Dist.,  
San Diego, CA

LEVEL: All levels

APPROX. TIME REQ.: Time varies,  
depending upon activity

PURPOSE: To provide an opportunity for students to speak more; to allow  
students to learn by teaching

MATERIALS: Verb cards; cuisenaire rods; dittos of skits and dialogs;  
game grids and cards

#### PROCEDURE:

##### 1. Introduction to peer-tutoring

Peer-tutoring refers to the process of collaboration by two or more students to solve a problem or accomplish a task. Conditions which may prevail during peer-tutoring sessions are as follows:

- a. one student has more knowledge than another
- b. each student has some knowledge which the other does not have
- c. both have equal prior knowledge but apply that knowledge with different individual insights
- d. both have equal prior knowledge but accomplish the learning task at varying rates

##### 2. Introduction to peer-counseling

Peer counseling includes mutual cognitive and affective support of peers. The students focus on a problem "outside of themselves" and work together to solve a common goal. In this way, the very process of peer-tutoring can be therapeutic. When people accomplish something, either by teaching or by learning, they feel productive. When they can be productive, it is not so difficult to convince them that they can be achievers. In self-esteem building, one real accomplishment can be worth a thousand encouraging words.

In addition, tutors often develop friendships which may result in ride-sharing, help with government forms, recommendations to community resources, and even sincere caring about one another's personal dilemmas.

##### 3. Methods of grouping for peer-tutoring

- a. Random - Let them choose their own partners
- b. Semi-random - Assign them in pairs according to where they are sitting
- c. Controlled - Teacher assigned
- d. Sequential - In some classes, students may teach one another by a "relay system"

(Over)

- 1) The teacher teaches a module to the student;
- 2) The teacher tests the student on that module;
- 3) After the student has demonstrated competence in that module, he/she becomes a tutor for Student Two;
- 4) After Student Two meets the competency criteria for the module, he/she becomes a tutor for Student Three;
- 5) Thus the knowledge can be given by one student to the next, just as a baton is passed in a relay race.
- 6) For this method, assignment to peer-tutoring pairs can be tightly or loosely controlled by the teacher.

#### 4. Factors to consider in choosing groups:

##### a. Personality

- 1) Helpful and mature students with less mature people
- 2) Competitive, impatient, advanced students paired with each other

##### b. Language

###### 1) Same language

- a) Use when grouping across levels
- b) Use when students are new to an activity or to the class
- c) Use for low beginning students, except when they know information very well

###### 2) Different languages

- a) Provides challenge to students when above conditions are not present
- b) Can break down cultural barriers when care is taken to match personalities well (see 4. a)
- c) Can be risky if two people with low self-esteem are paired together. They may withdraw from the activity.

##### c. Sex

- 1) In many traditional cultures, women are more segregated from men and seem to feel more comfortable with a woman partner.
- 2) When they are with men, women sometimes hide their competence.
- 3) To pair an advanced woman with a beginning man may cause the man to feel ashamed.
- 4) Romantic advances during the tutoring session do not usually occur among adult students; but among adolescents, this can sometimes be a problem.

##### d. Nationality or region

Some groups have long-standing fear and/or animosity toward each other (e.g.: Vietnam vs. Cambodia, Lao vs Lao Hmong). Do not assume that people who speak the same language will be friends. For example, two Lao students may avoid each other in class. In which case, it is wise not to pair them together.

##### e. Age

- 1) Young students usually learn quickly and may be impatient when paired with older students.
- 2) In many traditional cultures where age is respected, people may feel more comfortable with the pairing of an older tutor and a younger student than with the reverse.
- 3) However, because younger students frequently learn more quickly, they are more capable of tutoring effectively. Therefore, it is recommended that:

(Continued on next page.)

- a) Same ages be grouped together
- b) The older student serves as tutor if cross-age tutoring is used.

f. Final comments

- 1) Random grouping works well, even without detailed attention to the factors in part 4. The teacher can simply be aware of these factors, circulate through out the class, and change a few partners whose peer-tutoring match does not seem productive.
  - 2) Teacher discretion in individual cases supersedes all of the above
5. For sequencing and proportioning the peer-tutoring in relation to other classroom dynamics, the teacher does the following activities:
- a. Demonstrates or models lesson for the whole class,
  - b. Repeats or practices the lesson,
  - c. Has one student demonstrate with the teacher,
  - d. Has two students demonstrate peer-tutoring in front of the class,
  - e. Divides students and lets them begin peer-tutoring in front of the class,
  - f. Has everyone do peer-tutoring for ten to twenty minutes,
  - g. Returns to demonstration (Step a.),
  - h. Alternates every twenty minutes.
6. A few activities which adapt well to peer-tutoring in ESL classes:
- a. Using verb cards
  - b. Cuisenaire Rods
    - 1) Beginning level - numbers, colors, imperative, prepositions
    - 2) Intermediate to Advanced level - verbs, spatial relations with imperative
  - c. Problem solving
  - d. Consensus taking (e.g., ask students in small groups to find average number of siblings of group members, average number of miles traveled to the U.S. from their countries, etc.)
  - e. Skits
  - f. Dialogs
  - g. Games (grids, cards, etc.)

SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Field Trips

CODE: Lis/Sp/Re/Wr

CONTRIBUTOR: Melanie O'Hare, ESL Instructor, San Diego Community College District,  
San Diego, CA

LEVEL: All levels

APPROX. TIME REQ.: Unlimited

PURPOSE: To familiarize students with what community resources are available and how to use them

MATERIALS: N.A.

PROCEDURE: N.B. Before considering a class field trip, check your school district's policy or county counsel ruling on whether the teacher or the district, or both, can be held legally liable in the event of a student accident.

### 1. Where to go

- a. Decide on a purpose: educational (museums, central post office, police or fire department, small claims court, jail, a historical site); recreational (picnic, beach party, hike in a park, sports event); combination of both (a walk in the city with the task of asking for directions to specific locations; or a visit to a zoo where students find an animal which comes from their country).
- b. Take beginners to places where they do not have to depend on their listening comprehension skills to understand what is happening. Take them to some place related to what they have already studied. Perhaps organize a series of shopping trips to local bargain centers. A trip to a museum can be a disaster for students who cannot read or ask questions.

### 2. Preparation

- a. Distribute maps.
- b. Discuss special vocabulary.
- c. Instruct students about appropriate clothing.
- d. Delineate appropriate rules of behavior (e.g., No loud talking in museums. No picking flowers, plants, etc. in State Parks.)
- e. Beforehand, instruct any guide to speak slowly to the students. Teach students how to ask to have information repeated.
- f. Ask students where they would like to go, or give them a choice of where to go.

### 3. Student organization and implementation

At a high intermediate or advanced level, allow the students to do all the planning with the help of some guidelines. Choose a different group of three or four students for each trip.



a. Educational trip: Provide an extensive list of possible local field trip sites, and give general instructions.

- 1) Plan an educational field trip to a place in the country. By class vote, choose three or four places from the list.
- 2) Think carefully about how the class could benefit from going there, and list the reasons.
- 3) Telephone to learn what special programs these places might offer students.
- 4) Report to the class on each of the places, and take another vote for a final decision.
- 5) Decide on the route, the time, the date, and the mode of transportation.
- 6) Prepare the class for the trip. Discuss what they should know before they go. Introduce special vocabulary. Specify appropriate behavior if necessary. Discuss the history of the location, if possible.
- 7) Conduct a general question-and-answer session a day or two before the trip to clear up any last minute problems.
- 8) Follow-up activities:
  - a) Post-field trip reports: ask students to volunteer to report to the class about what they learned on the trip.
  - b) Discuss the pros and cons of the trip. Was it successful? Would the majority of the students choose to go again? Why or why not?
  - c) How is this service or facility different from the equivalent in other countries?

b. Recreational trip: Provide an extensive list of potential picnic sites in your area, and ask for three or four volunteer central committee members.

- 1) Investigate all the picnic sites, and report to the class. Try to persuade the class to go where you would like to go. Take a class vote.
- 2) Organize committees for food, games and prizes, songs and music, entertainment, transportation, collection of money, special guests to be invited, picture-taking and clean-up. Find a job for every class member.
- 3) Keep a list or matrix of the jobs and the committees. Ask for volunteer leaders for each committee.
- 4) Have several committee meetings, and ask for oral reports from each committee.

4. The possibilities for follow-up activities include the following: writing a critical report on the trip; conducting a question/answer session with another class; compiling a folder of committee reports on the problems in making the trip; related reading and exercises reinforcing the new vocabulary; role-playing; drawing a simple map and giving directions on how to get to the locale; writing a new set of guidelines for organizing a field trip.



SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Record Keeping for Multi-Level Group

CODE: N.A.

CONTRIBUTOR: Sandra J. Devereux, A.B.E. Instructor, Grossmont Adult School Dist.,  
La Mesa, CA

LEVEL: N.A.

APPROX. TIME REQ.: N.A.

PURPOSE: To aid the student and teacher in keeping up-to-date records of students' activities and progress

MATERIALS: Manila folders; fasteners; teacher-made or ready-made record charts for various instructional kits used; blank 8½x11 paper

PROCEDURE:

1. Prepare a manila folder for each student. Include in the folder the following:
  - a. record charts for the instructional kits the individual student will be working in (e.g.: SRA, Specific Skills Series);
  - b. OR: blank sheets of paper to list assignments made by the teacher or for the student to record each day's completed work;
  - c. copies of the pre-tests given each student.
2. Use the student folders for the following purposes:
  - a. the record charts for the instructional kits to show immediately how much the student has done and how well he is doing;
  - b. the blank sheets to be used for future work assignments or for the student to keep a record of daily work activities;

Note: This folder is not for the collection of the student's work papers.

  - c. pre-tests attached to the back of the folder to be always available for reference.
3. Keep the folders in a portable box or file available to the student as he enters class each day. These are to remain in the classroom. At any given time, the teacher has a readily available reference to check the progress of the student, how much actual work is being completed, and if there are areas of difficulty at any level of work.

## SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Multi-Level Class Lesson Planning\*

CODE: N.A.

CONTRIBUTOR: Ruth Parle Craig, Chr. Dep't. Foreign Languages and Dir. Lang. Lab.,  
Santa Rosa Junior College, Santa Rosa, CA

LEVEL: All levels APPROX. TIME REQ.: a three-hour class period

PURPOSE: To organize a multi-level class; to provide maximum use of time; to plan an alternation of intensive and "relief" learning activities; to employ systematic techniques which introduce new materials and which review earlier materials; to proceed from a fast and intense pace in the first half of the three-hour span to a slower but still interesting pace as the students become fatigued in the last part of that span of time

MATERIALS: N.A.

## PROCEDURE:

1. First Hour:

- a. Warm-up activities: (15 min.)
  - 1) individual greetings with variations: e.g. How is your family? How are your children?
  - 2) individual questions to follow: e.g. What day is it? What time is it? When were you born? Where were you born? Where do you work? How was your job today? What do you do on your job? What is your height? How much do you weigh (to a man)? What size shoe do you take? What size shirt (dress) do you wear? What are your favorite colors?
- b. Rapid repetition drill to review previous day's materials (10 min.)
- c. Immediate transition into new materials, with repetition drills by total group, then by half groups, then by partial groups (rows, etc.), and finally by a chain drill (30 min.)
- d. Relief activities: e.g. counting, lotto game, spelling of name or birthplace, listening to a paragraph or two for comprehension or for listening per se (for experience in intonation patterns) (5 min.)

2. Second Hour:

- a. Pattern drills (substitution, transformation, multiple choice, either... or, etc.) on previous day's materials (20 min.)
- b. Break (one break in a three-hour session) (15 min.)
- c. Rapid but intensive review by repetition drill of new materials introduced earlier during the first hour (See c, above.), with drill by total group, then half and partial groups, and then in chain drills (15 min.)

- d. Relief activities: (10 min.)  
 e.g. map place naming (local to state to national to international),  
 review by pattern drills on transition from present tense forms to  
 past participles, review by drills on modals with infinitives, review  
 by drills on two-part verbs, an impromptu talk by individuals who  
 draw by lot that they will speak, first presenting only one sentence  
 and then gradually working up to impromptu talks of five sentences  
 and eventually to ten or more sentences, etc.

### 3. Third Hour

- a. Rapid repetition drill to learn a proverb or one verse of a poem or  
 four or five idioms in short sentences, etc. (5 min.)  
 b. Oral review by single repetition and by pattern drills  
 (question and response; response to question form) of the fourth  
 lesson back (5-10 min.)  
 c. Oral reading of fourth lesson back (by total chorus, then half groups,  
 then partial groups, then individuals) as light review for advanced  
 students and heavy review for beginners (15-20 min.)  
 d. Dictation practice of known materials (preferably of fourth lesson  
 back) or dictation by oral spelling, with parts of the class alter-  
 nating positions at the chalkboard and at their seats (10 min.)  
 e. Film lesson to use film (movie, filmstrip, or slides) as a conversation  
 or talking script aid; as a means to show some aspect of activity or  
 place in the community or state or nation; or as a lesson in customary  
 behavior patterns in the U.S.A. (20 min.)

OR (for the same 20 min.):

Advanced students' oral reports on a favorite custom or practice or news  
 item, which - for beginning students - becomes an experience in sound  
 saturation, as well as motivation to reach that advanced level, and -  
 for intermediate and advanced students - a practice in listening-compre-  
 hension and speaking (Teacher to conduct follow-up questions to the  
 group: What did you learn? What did you hear? When did it happen?,  
 etc., to check degree of comprehension and to keep activity one which  
 involves the entire group)

- f. Final group activity: (5 min.)  
 e.g. rapid group recitation of the new dialog or sentences learned  
 during the first half of the three hour session; a song already known  
 by the group; a shaking of hands and statement of "goodbye" by and  
 with everyone in the class, as the class is about to exit, etc.

SUBJECT AREA: CLASSROOM ORGANIZATION

TOPIC: Multi-Level Teaching and  
the Use of an Instructional Aide

CODE: NA

CONTRIBUTORS: Leanni Howard, ESL Resource Teacher, San Diego Community College Dist.  
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San Diego, CA  
Ruth Parle Craig, Chr. Dep't of Foreign Languages and Dir. Lang. Lab.,  
Santa Rosa Junior College, Santa Rosa, CA

LEVEL: All levels APPROX. TIME REQUIRED: a three hour class period

PURPOSE: To organize a multi-level class and utilize an instructional aide  
in the most effective manner.

MATERIALS: N.A.

PROCEDURE:

A. Use of the Instructional Aide

1. Initially, let the aide observe, check roll, correct papers, become familiar with class routine and audio-visual equipment.
2. Arrange a regular time to meet with the aide before and/or after class to review the lesson plan and materials, to instruct on special teaching techniques needed, and monitor record-keeping. When writing out the daily lesson plan, make a carbon copy for the aide. Use the back of the plan to make notations regarding problems, successes, new ideas. Keep the lesson plans filed for reference.
3. During class, rotate groups frequently, give the aide supportive supervision, and utilize his/her best abilities. Treat the aide as a competent co-worker, and the students will do the same.
4. Do not expect the aide to work outside of class, to teach in the absence of the instructor, and to assume responsibility for lesson planning and record keeping. The aide may assist, but the instructor is accountable.

## B. Sample Lesson Plan for a Multi-level Class Utilizing an Instructional Aide

Class \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Time	Level(s)	Teacher	Level(s)	Aide
15 min.	All Levels	Warm-up activities: 1. Greetings 2. Quick oral review of numbers, days of week & months of year 3. Chain drill	N.A.	Greet and register new students. Take roll. Set up overhead projector.
10 min.	Int. & Adv.	Rapid review or drill of previous day's material	Beg.	(Move to adjoining room, if available.) Rapid review or drill of previous day's material
30 min.	Int. & Adv.	Introduce new lesson.	Beg.	1. Paired activity using previous day's material 2. Writing activity based on that material
20 min.	Beg.	Introduce new lesson,	Int. & Adv.	Reading or writing activity based on previous day's material
10 min.	Beg.	Relief Activity	Int. & Adv.	Relief Activity
15 min.	-----BREAK-----			-----
15 min.	All Levels	Pronunciation Practice	N.A.	1. Organize transparencies for overhead projector presentation. 2. Correct papers of beginning level students.
10 min.	Int. & Adv.	Rapid review of new lesson	Beg.	Rapid review of new lesson
15 min.	Beg.	Presentation of survival English module on emergencies using the overhead projector	Int. & Adv.	Paired conversation activity
10 min.	Beg.	Continue survival English lesson	Int. & Adv.	Dictation exercise
20 min.	Beg.	Oral reading of third lesson back	Int. & Adv.	Individualized written work; grammar, spelling, vocabulary etc.
10 min.	All Levels	Closing Relief Activity	N.A.	1. Put away materials & equip. 2. Enter student hours in roll book.

**TELL**

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